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English Teachers' Guide Class 2



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Primary Math and Reading (PRIMR) Initiative

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Introduction

The lesson plans in this teachers' guide were created with the guidance of international and local reading and language experts in a carefully designed process. During an initial workshop with MOEST and KICD staff, a Scope and Sequence was designed that became the road map for lesson plan development. The Scope and Sequence details the content that will be included in each and every lesson plan. In the workshop, decisions were made about the order in which the letters will be taught in both languages, what specific activities would be used as part of the instructional methodology, and when to begin teaching English reading skills.

In Kiswahili, the scope and sequence is based on the frequency of letter sounds, teaching the most common letter sounds first so that learners could learn to read words and sentences by the end of the first two weeks of instruction. Stories were carefully crafted so that the majority of words contained only sounds learners have already been taught. The English scope and sequence focuses on the development of oral language in the first six weeks, based on the themes of the KICD syllabus and the vocabulary needed to understand words and stories, which are read in later weeks. These first six weeks' of instruction include vocabulary building and listening comprehension activities. No English reading skills will be taught until learners have learned the basic vocabulary necessary to make meaning. From week seven, the lessons follow a scope and sequence of teaching letter sounds and words similar to that of Kiswahili, but carefully designed to produce English stories that relate thematically to the KICD syllabus and give pupils ample practice with new sounds and words. The idea is that learners will be introduced to English letters from week seven onwards that they have already learned in Kiswahili. The letter sound lessons in English explicitly tell learners which sounds are the same in Kiswahili and English and which sounds are different, allowing for more efficient use of learner and teacher time.

Each lesson plan consists of several activities designed to teach learners the specific skills needed to be successful readers. The activities cover the four components of literacy (listening, speaking, reading and writing), as well as the five components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension). These components cover the range of skills critical to early literacy. Lesson plans focus on the key ideas, that each letter represents a sound and these letters are put together to form words. Words have meaning. Words are put together to form simple sentences. Sentences make up a story. Each day learners learn and practise letters, words, story reading and comprehension. The fifth day of each week consists of review and assessment activities so that teachers can follow individual learner progress.

English Letter Sounds

Lower Case Letter	Capital Letter	PRIMR Sound Symbols	Example
m	M	/m/	mat
t	T	/t/	tip
a	A	/a/	am
l	L	/l/	let
s	S	/s/	sat
e	E	/e/	met
p	P	/p/	pit
f	F	/f/	fit
i	I	/i/	sit
h	H	/h/	hot
n	N	/n/	nap
o	O	/o/	pot
b	B	/b/	bat
r	R	/r/	run
u	U	/u/	fun
g	G	/g/	gate
c	C	/c/	cat
d	D	/d/	dog
z	Z	/z/	zoo
w	W	/w/	win
ck		/k/	duck
j	J	/j/	job
a_e		/ei/	make
i_e		/ai/	bite
o_e		/ou/	home
u_e		/iu/	cute

Lower Case Letter	Capital Letter	PRIMR Sound Symbols	Example
k	K	/k/	kite
g	G	/j/	age
c	C	/s/	city
sh	SH	/sh/	shop
ch	CH	/ch/	chop
v	V	/v/	vase
y	Y	/y/	yes
open syllable e		long /ii/	Me
wh	WH	/w/	what
ee		long /ii/	seed
ea		long /ii/	read
ay		l /ei/	Say
ai		/ei/	pail
oo		/uu/	moon
-ow		/ou/	Low
ar		/aa/	Car
ore		/oo/	more
-or		/oo/	port
ll		/l/	fell
ss		/s/	kiss
ng		/ng/	ring
oy		/oi/	boy
th	TH	voiced /th/	that
th	TH	unvoiced /th/	with
ow		/ou/	blow
q	Q	/k/	quick
x	X	/ks/	Ox

English Class 2 Lesson Plan Time Table

Activity	Day 1 and 3	Day 2 and 4	Day 5
Phonological Awareness	3	3	2
Word Reading and Assessment			8
Letter Knowledge ⁱ	2	2	2
Word Reading	6	6	2
Learner Story			
Pre-Reading (Get ready to read)	5	5	5
Reading	6	6	6
After Reading: Questions	5		5
After Reading: Text structure- OR Grammar and Language structure		5	
Writing and Homework			
Writing and Homework	3	3	4
Total time	30	30	30

ⁱ “Letter Knowledge” does not occur in every lesson. Where it does not occur, the two minutes are absorbed by the fluency and comprehension sections.

Week 1 Days 1 and 2

Wild animals Word Study

Practise reading the letter sounds.

■ m M a A t T e E

Read the sounds. Read the words.

● M a t T a m m e t
Mat Tam met

Read the letter sounds.

▲ s S l L p P f F

Read the sounds. Read the words.

★ s a t m a t f a t p a t
sat mat fat pat
s e t m e t p e t l e t
set met pet let

1

Letter/Sound Knowledge

I do: Use the pocket chart or blackboard.

T: The name of the first letter is 'm'

T: The sound is /m/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'm'

T: The sound is...

T & L: /m/

You do:

T: Now you try. This letter is?

L: 'm'

T: The sound of this letter is?

L: /m/.

Repeat steps 1-2 with the following letters: 'a', 't', 'e'

T: Now I will say a sound and you will write the letter

T: Say sound of each letter twice while pupils write.

Word Blending

I do: Put the word **mat** on the board/pocket chart.

T: Watch me, /m/ /a/ /t/

T: The word is mat.

We do:

T: Now we will do it together. We say the sounds, then we say the whole word.

T & L: /m/ /a/ /t/

T: The word is ...

T & L: mat

You do:

T: Now you try it.

T: Sweep your finger under the letters as the pupils say:

L: /m/ /a/ /t/

T: The word is...

L: mat.

Continue practising with: **met** and **Tam**.
the zoo together.

Vocabulary

T: The word is **picks**. Read 2 times slowly.

T: How many of you know what the word **picks** means?

L: If more than half of the pupils raise their hands, have pupils share with partner and ask at least 1 pair to tell the class. If not, continue saying the following:

T: Pick up a pencil. I pick up a pencil.

T: Pick up an exercise book. I pick up an exercise book.

We do:

T: What is the word?

T & L: picks

You do:

T: Your turn. Who can pick up something in our class?

T: Let 2-3 children do the gesture.

Repeat steps 1-2 with the following words:

Long (Draw two lines of different lengths on the board. Point to the long one. This is long.)

Sad (Make a sad face. I feel sad today. My friend was not nice to me this morning.)

GO ON

Week 1 Days 1 and 2

Wild animals

Reading



At the zoo

Sam is at the zoo.
Mat is there too.
Mat has a nice hat.
They see a big bird.
The bird has a long neck.
It has very long legs too.
The bird looks at Sam and Mat.
Then the bird picks Mat's hat.
Mat is sad.
"That is a bad bird," says Mat.

2

Questions

I do:

T: Write: Who are the people in the story?
T: I go back to the story and look for the answer.
T: I found the answer. Sam is at the zoo. Mat is there too.

We do:

Who are the people in the story?

T: Let us see if the answer is in the story.
T & L: Look for the answer in the story.
T: If the answer is in the story we show 'thumbs up', if it is not, we show 'thumbs down'.
T & L: Thumbs up.
T: The answer is in the story. Put your finger where the answer is.
T: Now let us read the sentences together.
T + L: Sam is at the zoo. Mat is there too.
T: Write: Are Sam and Mat friends?
T: Let us find the answer in the story.
T & L: Look for the answer:
T: If you find the answer in the story show thumbs up, if not show thumbs down
T & L: Thumbs down
T: The answer is not in the story. You need to think about what the boys do together.

T: Who knows the answer to the question? Let 2-3 pupils answer. Give feedback. Yes, they are friends because they go to the zoo.

You do:

T: Write: What other animals could Mat and Sam see at the zoo?
T: Is the answer in the story?
L: No
T: The answer is not in the story. Think about what other animals you would find at a zoo. Tell the answer to your partner.
L: Talk to one another about the answer.
T: Give feedback

Writing Classwork

T: Today we will write three words (*mat, Tam, met*).
T: First you will watch me write these words on the board.
Open your exercise book. Copy what I have written on the board.

Writing homework - (Homework Book 1 page 2)

T: For your homework, copy these words twice. Read them to someone at home.

- T: Open to page 2. The story is called At the Zoo.
T: Ask pupils to say what they can see in the picture.
L: Pupils say what they see in the picture.
T: Ask the pupils to tell their partners what they think will happen in the story.

Pupil Reading:

I do:

T: Open your books again. We are going to read to see if what you guessed came true in the story.
T: First, I will read as you listen. Place your finger at the start of the first line and follow as I read.

We do:

T: Now let us read together.
T & L: Read story

You do:

T: Now it's your turn to read.
L: Pupils read out loud while teacher monitors.

Check your guess

T: You told your partner what you thought would happen in this story. Tell your partner whether your guess came true.
Call on 2-3 pairs to share their guess and whether it was true.

Week 1 Days 1 and 2

Wild animals Word Study

Practise reading the letter sounds.

■ m M a A t T e E

Read the sounds. Read the words.

● M a t T a m m e t
Mat Tam met

Read the letter sounds.

▲ s S l L p P f F

Read the sounds. Read the words.

★ s a t m a t f a t p a t
sat mat fat pat
s e t m e t p e t l e t
set met pet let

1

■ Letter/Sound Knowledge

I do: Use the pocket chart or blackboard.

T: The name of the first letter is 's'.

T: The sound is /s/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 's'

T: The sound is...

T & L: /s/

You do:

T: Now you try. This letter is?

L: 's'

T: The sound of this letter is?

L: /s/.

Repeat steps 1-2 with the following letters: 'l', 'p', 'f', 'e'

T: Open your exercise book. Now I will say a sound and you will write the letters while you say the sound.

T: Say sound of each letter twice while pupils write.

● Word Blending

I do: Put the word 'sat' on the board/pocket chart.

T: Watch me, /s/, /a/, /t/

T: Now remove the first letter of the word and say: Now it says: 'at'

T: If I add the letter 'm' at the beginning, it says 'mat.'

We do:

T: Let's say the sounds together.

T & L: /s//a//t/

Remove the first letter of the word and say: Now it says...

T & L: 'at'

T: If I add the letter 'm' at the beginning, it says...

T & L: mat

You do:

T: Now you try it. Point to each letter as the pupils say:

L: /s/, /a/, /t/

T: This word is...

L: 'sat'.

T: Remove the first letter of the word, say: Now this says...

L: 'at'

T: If I add the letter 'm' at the beginning it says...

L: 'mat'.

Repeat with following words "fat", "pat" and then with "let", "pet"

I do:

Put the word 'sat' on the board/pocket chart.

T: Watch me, /s /, /a /, / t/

T: Now remove the letter 'a'. I have the letters: 's-t'.

T: If I add the letter 'e' to the middle of the word it says 'set.'

We do:

Put the word: 'sat' on the board/pocket chart,

T: Point to each letter of the word

T & L: /s /, /a /, / t/

T: This word is...

T & L: 'sat'.

T: Remove the letter 'a'. We have the letters:

T & L: 's-t'

T: If I add the letter 'e' in the middle of the word it says...

T & L: 'set'.

You do:

T: Now you try it. Put the word 'sat' on the board/chart.

L: /s /, /a /, /t /

T: This word is...

L: sat.

T: Remove the letter 'a' If I remove the letter 'a' the letters are:

L: 's-t'.

T: If I add the letter 'e' in the middle of the word it says...

T & L: 'set'.

Repeat with following words "sat", "set", "pat", "pet", and "mat", met'.

Week 1 Days 1 and 2

Wild animals Reading



At the zoo

Sam is at the zoo.
 Mat is there too.
 Mat has a nice hat.
 They see a big bird.
 The bird has a long neck.
 It has very long legs too.
 The bird looks at Sam and Mat.
 Then the bird picks Mat's hat.
 Mat is sad.
 "That is a bad bird," says Mat.

2

Vocabulary

I do: Put the word **long** on the board/pocket chart.

T: The word is **long**. Read 2 times slowly

T: Open your books on page 2. Look at the bird in the story. The bird has a long neck and long legs.

T: What is the word?

T: & L: **long**

T: Do you know another animal with long legs or a long neck?

T: Let 2-3 children respond.

Repeat step 1 and 2 with the words **picks** and **sad**. Use gestures to help show the children what the words mean.

Pupil Reading

T: Open your books on page 2. Let us read the story together.

T & L: Read Story

You do:

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Week 1 Days 3 and 4

Wild animals Word Study

Read the letter sounds.

■ i I n N h H o O

Read the sounds. Read the words.

● h a t p a t h o t

hat pat hot

p o t h o t n o t

pot hot not

n e t p e t s e t

net pet set

Read the letter sounds.

▲ b B r R u U g G

Read the sounds. Read the words.

★ b i t b a t b e t b u t

bit bat bet but

b i n b a n B e n b u n

bin ban Ben bun

3

■ Letter/Sound Knowledge

I do:

T: The name of the first letter is 'h'.

T: The sound is /h/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'h'

T: The sound is...

T & L: /h/

You do:

T: Now you try. This letter is?

L: 'h'

T: The sound of this letter is?

L: /h/.

Repeat steps 1-2 with the following letters: 'i', 'n', 'o', 'a', 'l'.

T: Open your exercise book. Now I will say a sound and you will write the letter while you say the sound

● Word Blending:

I do: Put the word 'hot' on the board/pocket chart.

T: Watch me, /h/, /o/, /t/

T: Now remove the first letter of the word and say: Now the word is: 'ot'.

T: If I add the letter 'p' at the beginning now it says 'pot'.

We do:

Put the word: 'hot' on the board/pocket chart.

T: Now we will do it together. Remember to say the sound of the letter as I point to it. Then say the whole word.

T: Point to each letter of the word

T & L: /h/, /o/, /t/

T: This word is...

T & L: 'hot'.

You do:

T: Now you try it.

T: Put the word 'hot' on the board/pocket chart. Point to each letter as the pupils say:

L: /h/, /o/, /t/

T: This word is...

L: 'hot'.

T: Remove the first letter of the word, say:

T: Now this says...

L: 'ot'

T: If I add the letter 'p' at the beginning it says...

L: 'pot'.

Repeat step 3 with 'not'.

I do:

Put the word 'hot' on the board/pocket chart.

T: Watch me, /h/, /o /, / t/

T: Now remove the letter 'o' I have the letters: 'h-t'

T: If I add the letter 'i' to the middle of the word it says 'hit'.

We do:

Put the word 'hot' on the board/pocket chart.

T: Now we will do it together.

T & L: /h/, /o/, / t/

T: This word is...

T & L: 'hot'.

T: Remove the letter 'o'. We have the letters:

T & L: 'h-t'

T: If I add the letter 'i' at the middle of the word it says...

T & L: 'hit'.

You do:

Put the word 'hot' on the board/pocket chart.

T: Now you try it. Point to each letter as the pupils say:

L: /h/, /o/, / t/

T: This word is...

L: hot.

T: Remove the letter 'o.' If I remove the letter 'o' letters are:

L: 'h-t'.

T: If I add the letter 'i' in the middle of the word it says...

Date: _____

Duration: _____

Roll: _____

Week 1 Days 3 and 4

Wild animals Reading



Pat and the bad bird

Pat is at the zoo.
She wants to see the bird too.
It has very long legs.
It has a long neck.
The bird looks at Pat.
Pat looks at the bird.
Then the bird rips Pat's socks.
Pat hops and runs.
The bird is bad.

4

T: This story is about a girl who meets a bad bird. Have you ever seen a bird? Have you ever seen a bird do something bad?

T: Put your finger on the title. Let's read the title together.

T: What can you see in the picture? Let 3-4 pupils answer.

T & L: 'hit'.

Repeat step 3 with 'hat' and then with 'pot', 'pit', pet

T: Now open your books on p. 3. Put your finger on the circle.
Say the sounds of each word, then read the whole word to your partner.

Vocabulary

I do: Put the word rips on the board/pocket chart.

T: The word is rips. Read 2 times slowly.

T: How many of you know what the word rips means?

T: Pretend to rip a piece of paper. This is rip. You can rip a piece of paper. It means to break or tear.

We do:

T: What is the word?

T: & L: rips

T: You can rip paper. What are other things that you can rip?

T: Let 2-3 children answer.

Repeat steps 1-2 with the following words:

Hops (Hop around. Say, The teacher hops." Your turn.

Socks (Point to your socks. These are my socks. Your turn.

Get Ready to Read

T: Open to page 4. The story is called Pat and the bad bird.

Date: _____

Duration: _____

Roll: _____

Week 1 Days 3 and 4

Wild animals

Word Study

Read the letter sounds.

■ i I n N h H o O

Read the sounds. Read the words.

● h a t p a t h o t

hat pat hot

p o t h o t n o t

pot hot not

n e t p e t s e t

net pet set

Read the letter sounds.

▲ b B r R u U g G

Read the sounds. Read the words.

★ b i t b a t b e t b u t

bit bat bet but

b i n b a n B e n b u n

bin ban Ben bun

3

■ Letter/Sound Knowledge

I do:

T: The name of the first letter is 'b'

T: The sound is /b/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'b'

T: The sound is...

T & L: /b/

You do:

T: Now you try. This letter is

L: 'b'

T: The sound of this letter is?

L: /b/.

Repeat steps 1-2 with the following letters: 'r', 'u', 'g', and 'o'.

T: Now I will say a sound and you will write the letter while you say the sound.

● Word Blending

Put the word 'but' on the board/pocket chart.

T: Watch me, /b/, /u/, /t/

T: Remove the first letter of the word. Now the word is: 'ut'

T: If I add the letter 'g' at the beginning it says...

T: 'gut'.

We do:

T: Now we will do it together. Say the sound of the letter, then say the whole word.

T: Point to each letter of the word

T & L: /b/, /u/, /t/

T: This word is...

T & L: 'but'.

T: Remove the first letter of the word. Now this says...

T & L: 'ut'.

T: If I add the letter 'g' at the beginning it says...

T & L: 'gut'.

Repeat step 2 with 'rut'

You do:

T: Now you try it.

T: Point to each letter as the pupils say:

L: /b/, /u/, /t/

T: This word is...

L: 'but'.

T: Remove the first letter of the word, say:

T: Now this says...

L: 'ut'

T: If I add the letter 'g' at the beginning it says...

L: 'gut'.

Repeat step 3 with 'rut'.

I do: Put the word 'but' on the board/pocket chart.

T: Watch me, /b /, /u/, / t/

T: Now remove the letter 'u' I remain with the letters: 'b-t'

T: If I add the letter 'i' to the middle of the word it says 'bit'.

T: Now I will write the words I read on the board.

We do:

Put the word: 'but' on the board/pocket chart

T: Now we will do it together. Point to each letter of the word

T & L: 'but'

T: This word is...

T & L: 'but'.

T: Remove the letter 'u'. We have the letters:

T & L: 'bt'

T: If I add the letter 'i' at the middle of the word it says...

T & L: 'bit'.

You do:

T: Now you try it. Put the word 'but' on the board/pocket chart.

L: / b/, /u/, /t/

T: This word is...

L: but.

T: Remove the letter 'u' If I remove the letter 'u' I have the letters:

L: 'b-t'.

Week 1 Days 3 and 4

Wild animals

Reading



Pat and the bad bird

Pat is at the zoo.
She wants to see the bird too.
It has very long legs.
It has a long neck.
The bird looks at Pat.
Pat looks at the bird.
Then the bird **rips** Pat's socks.
Pat **hops** and runs.
The bird is bad.

4

T: If I add the letter 'i' in the middle of the word it says...

T & L: 'bit'.

Repeat with following words "bet", "bat", "bin", "bun", "ban",

T: Now open your books on p. 3. Say the sounds of each word, then read the whole word to your partner.

Vocabulary:

Now we are going to revise some words from our story.

Put the word **hops** on the board/pocket chart. Sweep your finger under the letters of the word and say,

T: The word is **hops**. Read 2 times slowly while sweeping finger under the word.

T: Hop up and down. **This is hopping.**

T: What is the word?

T: & L: **hops**

T: You **can hop too**. Everyone stand up and try hopping.

T: Let the class hop.

Repeat steps 1-2 with **socks** and **rips**. Show children what the words mean by using gestures.

Pupil Reading

We do:

T: Open your books on page 4. Let us read the story together.

T & L: Read Story

You do:

T: Now it is your turn. Read the story with your partner.

Grammar: Language Pattern

I do:

T: In our story, **the bird has long legs**.

T: We use the word long to talk about the bird's legs.

T: We could say, "The bird's legs are short," or "The bird's legs are fat".

T: 'Long', 'short', and 'fat' all talk about legs.

T: We can use different words to talk about legs.

We do:

T: Let's try to use different words to talk about hair.

Call on a pupil and ask about the child's hair.

T: Repeat after me. _____ 's hair is _____.

T & L: _____ 's hair is _____.

Call on another pupil and ask about the child's hair.

T: Repeat after me. _____ 's hair is _____.

You do:

T: Now it is your turn. Ask your partner about his/her hair.

Give pupils time to ask their partners about their hair.

T: Now, who would like to tell the class about their partner's hair.

T: You will say, "_____ 's hair is _____."

Let 3-4 pupils respond.

Give feedback.

Writing Classwork

T: Today we will write words. (**rat, run, get, rip, big**).

T: First you will watch me write these words on the board. Write the words on the board, slowly saying each sound as you write. Number them.

T: When you have finished writing read the whole word.

T: Now I will read the words. Listen carefully.

T: Read the words, while pointing to each one of them.

T: Now open your exercise book. We are going to copy these words. You will write them in your exercise book. Copy what I have written on the board.

T: Walk around and see how they are writing. Where the pupils have difficulties, model writing the letters neatly.

Writing homework - (Homework Book 2 page 8)

T: For your homework, copy these words twice. Read them to someone at home.

Teacher tip from Teacher Dorthy

Teachers only ask pupils to predict on day 1 and 3. There is no prediction on day 2 and 4.

Week 1 Day 5

Wild animals

Revision

Read the letter sounds.

★ d D w W j J c C

Read the sounds. Read the words.

■ cat	bat	sat	hat
jet	net	get	bet
cut	cot	cat	
gut	got		
rub	rob	rib	

1. The cat got a cut. 2. The bat is in the net.

Tam and the bad bird



Tam is at the zoo. She wants to see the bird too. It has very long legs. It has a long neck. She looks at the bird. Then she gets a net. She wants to take the bird home. The bird picks the net and runs. Tam is sad. "That is not a good bird," says Tam.

5

■ Letter/Sound Knowledge

I do:

T: The name of the first letter is 'c' The sound is /k/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'c'

T: The sound is...

T & L: /k/

You do:

T: Now you try. This letter is?

L: 'c'

T: The sound of this letter is?

L: /k/.

Repeat steps 1-2 with the following letters: 'd', 'w', 'j', 'u'

T: Now I will say a sound and you will write the letter.

● Word Blending

I do: Put the word 'cat' on the board/pocket chart.

T: Watch me, /k/, /a/, /t/

T: Remove the first letter of the word. Now the word is: 'at'

T: If I add the letter 'b' at the beginning now it says 'bat'.

T: Now I will write the word on the board as I read it.

T: Repeat with the 'r' and the word 'rat'.

We do:

T: Put the word: 'cat' on the board. Now we will do it together.

T & L: /k/, /a/, /t/

T: This word is...

T & L: 'cat'.

T: Remove the first letter of the word. Now this says...

T & L: 'at'.

T: If I add the letter 'b' at the beginning it says...

T & L: 'bat'.

Repeat step 2 with letters 'r', 'p', and 's'.

You do:

T: Now you try it. Point to each letter as the pupils say:

L: /k/, /a/, /t/

T: This word is...

L: 'cat'.

T: Remove the first letter of the word, say:

T: Now this says...

L: 'at'

T: If I add the letter 'b' at the beginning it says...

L: 'bat'.

Repeat step 3 with letters 'r', 'p', and 's'.

Repeat step 2 with 'jet', 'bet', 'get', 'net'

I do

Put the word 'cut' on the board/pocket chart.

T: Watch me, /k/, /u/, /t/

T: Now remove the letter 'a' I remain with the letters: 'c-t'

T: If I add the letter 'o' to the middle of the word it says 'cot'.

We do:

Put the word: 'cut' on the board/pocket chart.

T: Remember to say the sound of the letter as I point to it. Then say the whole word. Point to each letter of the word

T & L: /k/, /u/, /t/

T: This word is...

T & L: 'cut'.

T: Remove the letter 'u', we remain with the letters:

T & L: 'c-t'

T: If I add the letter 'o' at the middle of the word it says...

T & L: 'cot'.

You do:

T: Now you try it. Put the word 'cut' on the board/pocket chart.

L: /k/, /u/, /t/

T: This word is...

L: cut.

T: Remove the letter 'u' of the word. I remove the letter 'u' we remain with the letters...

L: 'c-t'.

T: If I add the letter 'o' at the middle of the word it says...

T & L: 'cot'.

Repeat with following words "rub", "rob", "rib", "gut", "get", "got".

T: Now open your books on p. 5. Put your finger on the square. Say the sounds of each word, then read the whole word to your partner.

Week 1 Day 5

Wild animals

Revision

Read the letter sounds.

★ d D w W j J c C

Read the sounds. Read the words.

■ cat	bat	sat	hat
jet	net	get	bet
cut	cot	cat	
gut	got		
rub	rob	rib	

1. The cat got a cut. 2. The bat is in the net.

Tam and the bad bird



Tam is at the zoo. She wants to see the bird too. It has very long legs. It has a long neck. She looks at the bird. Then she gets a net. She wants to take the bird home. The bird picks the net and runs. Tam is sad. "That is not a good bird," says Tam.

5

Vocabulary

Put the word **net** on the board/pocket chart.

T: The word is **net**. Read 2 times slowly

T: How many of you know what the word **net** means?

T: Open the pupil book to page 5. Point to the net. This is a net. You use it to catch birds and other animals.

T: What is the word?

T: & L: **net**

T: Open your book to page 5. Put your finger on the net.

Repeat steps 1-2 with the following words:

Too (I want to come too.)

Neck (Point to your neck. This is my neck.)

Get Ready to Read

T: Open your book on page 5. The story is Tam and the Bad Bird.

T: This story is about a girl who wants to take a bird home. Have you ever taken an animal home? What happened?

T: Put your finger on the title. Let's read the title together.

T: What can you see in the picture? Let 3-4 pupils answer.

T: Close your books. Turn to your partner and tell them one thing you think will happen in the story.

Pupil Reading

You do:

T: Open your books. You are going to read the story silently

L: Read story

T: Tell your partner if your guess came true. Pupils share.

Questions

I do

T: Write this question on the board: **What does Tam get?**

T: I go back to the story and look for the answer.

T: I found the answer. It is here. Then she gets a net.

We do:

T: Our turn. What does Tam get?

T: Let us see if the answer is in the story.

T: & L: Look for the answer in the story.

T: If the answer is in the story we show 'thumbs up', if it is not, we show 'thumbs down'.

T & L: Thumbs up.

T: The answer is in the story. Put your finger where the answer is.

T: Now let us read the sentence together.

T + L: Tam gets a net.

T: Write this question on the board: **Does Tam fear birds?**

T: Let us find the answer in the story.

T & L: Look for the answer:

T: If you find the answer in the story show thumbs up, if not show thumbs down

T & L: Thumbs down

T: The answer is not in the story. You need to think about what Tam wants to do to the bird.

T: Who knows the answer to the question? Give feedback. No, she wants to take the bird home.

You do:

Write this question on the board: **What does the bird do to Tam?**

T: Work in pairs to look for the answer in the story.

T: Is the answer in the story?

L: Yes

T: Read the answer to your partner.

T: Give feedback. The bird picks the net and runs.

T: Write: Why does Tam want to take the bird home?

T: Is the answer in the story?

L: No

T: The answer is not in the story. Think about what you might do with a bird. Tell the answer to your partner.

Writing Classwork:

T: I say the first word. Net. I write it on the board. I have to listen to the sounds and remember how to write the letters.

T: Let's do it together. I will say the word twice then we will write it. You will write in your exercise book. I will write in my book.

T: The first word is net. The word is net. Let us write.

T: & L: Write the word.

T: Now I will say the other words of the week. You will write them in your exercise book: 2) big 3) rip 4) run 5) get 6) pot.

T: Now you will write some sentences using the words of the week. Write the sentences on the board for the pupils to copy.

1. I will get a net.

2. The big pot is hot.

Make sure to read them to someone at home.

Week 2 Days 1 and 2

Shopping Word Study

Practise reading the letter sounds.

■ Y y ch sh K k

Read the sounds. Read the words.

● sh i p	y e t	ch i n
ship	yet	chin
ch i p	w e t	k i t
chip	wet	kit

Read the letter sounds.

▲ Z z V v wh ng

Read the sounds. Read the words.

★ z i p	r i p	h i p	wh i p	ch i p
zip	rip	hip	whip	chip
s i ng	r i ng	s a ng	r a ng	s u ng
sing	ring	sang	rang	sung

6

■ Letter/Sound Knowledge

I do

T: The name of the first letter is 'y' The sound is /y/.

T: Now I write the letter while I say the sound.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'y'

T: The sound is...

T & L: /y/

You do:

T: Now you try. This letter is?

L: 'y'

T: The sound of this letter is?

L: /y/.

Repeat steps 1-2 with the letters k and c.

I do:

T: The names of these letters are 'c' and 'h'. Together, they make the sound /ch/.

We do:

T: Now we will say the letter together. The letters are...

T & L: 'ch'

T: The sound is...

T&L: /ch/

You do:

T: Now you do it alone. The names of these letters

L: 'c' and 'h'

T: Together, these letters make the sound?

L: /ch/

Repeat steps 3-4 with: 'sh'

T: Now I will say a sound and you will write the letter.

T: Say the sound of each letter twice while pupils write. (y, ch, sh, k)

● Blending

I do

Put the word 'chit' on the board/pocket chart.

T: Watch me, /ch/, /i/, /t/

T: Remove the first two letters of the word. Now the word is: 'it'

T: If I add the letter 'k' at the beginning now it says 'kit'.

T: Now I will write the word on the board as I read it.

We do:

Put the word: 'chit' on the board/pocket chart.

T: We will do it together. Say the sound of the letter. Then say the word.

T: Point to each letter of the word

T & L: /ch/, /i/, /t/

T: This word is...

T & L: 'chit'.

T: Remove the first letter of the word. Now this says...

T & L: 'it'.

T: If I add the letters 'k' at the beginning it says...

T & L: 'kit'.

Repeat step 2 using the words: ship and chip.

You do:

T: Now you try it.

T: Point to each letter as the pupils say:

L: /ch /, /i/, / t/

T: This word is...

L: 'chit'.

T: Remove the first letter of the word. Now this says...

L: 'it'

T: If I add the letter 'k' at the beginning it says...

L: 'kit'.

Repeat with following words 'ship/chip and yet/wet.

T: Now I will say the word and you will write. Say the each sound as you write it.

Week 2 Days 1 and 2

Shopping Reading



Nan and Sam

When the phone rings, Nan sings.
She is going to the shop.
She gets her money.
She runs to meet Sam.
Sam buys fish and chips.
Nan buys yams and beans.
They eat and eat and eat.
They eat too much.
Sam says, "We are too full.
We can not walk home."
Nan says, "Let us take a nap."

7

Vocabulary

Put the word **phone** on the board/pocket chart.

T: The word is **phone**. Read 2 times slowly.

T: How many of you know what the word **phone** means?

T: Show children your phone. This is a phone.

T: What is the word?

T: & L: **phone**

T: Pretend you have a phone. Make a call to a friend.

Repeat steps 1-2 with the following words:

Nap (After lunch, I was tired. I took a nap.)

Full (I ate ugali till I felt full.)

Get Ready to Read

T: Open your book on page 7. The story is Nan and Sam.

T: This story is about going shopping. Have you ever gone shopping? What was it like?

T: Let 3-4 pupils answer.

T: Put your finger on the title. Let's read the title together.

T: What can you see in the picture? Let 3-4 pupils answer.

T: Close your books. Turn to your partner and tell them one thing you think will happen in the story.

Pupil Reading

T: Open your books on page 7. Let us read the story together.

Questions

I do:

T: Write: **Why does Nan sing?**

T: I go back to the story and look for the answer.

T: I found the answer in the story. Nan sings because she is going to the shops.

We do:

T: Your turn. **Why does Nan sing?**

T: Let us see if the answer is in the story.

T: If the answer is in the story we show 'thumbs up', if it is not, we show 'thumbs down'.

T & L: *Thumbs up.*

T: The answer is in the story. Put your finger where the answer is.

T: Now let us read the sentence together.

T + L: **Nan sings because she is going to the shops.**

T: Write this question on the board: **Are Sam and Nan friends?**

T: Let us find the answer in the story.

T: If you find the answer in the story show thumbs up, if not show thumbs down

T& L: *Thumbs down*

T: The answer is not in the story. You need to think about what Nan and Sam do together.

T: Who knows the answer to the question? Let 2-3 pupils answer. Give feedback. Yes, they go to the shops together.

You do: Write: **What do Nan and Sam do at the end of the story?**

Read question to pupils.

T: Work in pairs to look for the answer in the story.

T: Is the answer in the story?

L: Yes

T: Read the answer to your partner. Let 2-3 read the answer then

T: Give feedback. They take a nap.

T: Write: **Is Sam and Nan's home far from the shop?**

T: Is the answer in the story?

L: *Thumbs down*

T: The answer is not in the story. Think about how they got to the shop. Tell the answer to your partner.

T: Give feedback

Writing Classwork

T: Today we will write words. (yet, chop, fish, kit, chip).

T: First you will watch me write these words on the board.

T: Now I will read all of the words. Listen carefully.

T: Now open your exercise book. Copy what I have written on the board.

Writing Homework - (Homework Book 2 page 12)

T: For your homework, copy these words twice. Read them to someone at home.

Week 2 Days 1 and 2

Shopping Word Study

Practise reading the letter sounds.

■ Y y ch sh K k

Read the sounds. Read the words.

● sh i p y e t ch i n

ship yet chin

ch i p w e t k i t

chip wet kit

Read the letter sounds.

▲ Z z V v wh ng

Read the sounds. Read the words.

★ z i p r i p h i p wh i p ch i p

zip rip hip whip chip

s i n g r i n g s a n g r a n g s u n g

sing ring sang rang sung

6

▲ Letter/Sound Knowledge

I do:

T: The name of the first letter is 'z'

T: The sound is /z/

We do:

T: Now we will say the letter together. The letter is...

T & L: 'z'

T: The sound is...

T & L: /z/

You do:

T: Now you try. This letter is?

L: 'z'

T: The sound of this letter is?

L: /z/

Repeat steps 1-2 with the letter v.

I do: Put the letters **wh** on the board.

T: The names of the letters are: 'w' and 'h'. Together, they make the sound /w/

We do:

T: Now we will say the letter together. The letters are...

T & L: 'w' and 'h'

T: The sound is...

T & L: /w/

You do:

T: Now you do it alone. The names of these letters?

L: 'w' and 'h'

T: Together, these letters make the sound?

L: /w/

T: Repeat steps 3 and 4 with **ng**.

T: I will say the sound and you will write the letter. Say the sound of the letter twice while pupils write. (z, v, wh, ng)

■ Word Blending

I do:

T: Watch me, /z/, /i/, /p/

T: Remove the first letter of the word: I remain with: 'ip'

T: If I add the letter 'r' at the beginning now it says 'rip'.

We do:

T: Say the sound. Then say the whole word. Point to each letter.

T & L: /z/, /i/, /p/

T: This word is...

T & L: 'zip'.

T: Remove the first letter of the word.

T & L: 'ip'.

T: If I add the letter 'r' at the beginning it says...

T & L: 'rip'.

You do:

T: Now you try it.

T: Point to each letter as the pupils say:

L: /z/, /i/, /p/

T: This word is...

L: 'zip'.

T: Remove the first letter of the word, say:

I remain with the letters:

L: 'ip'

T: If I add the letter 'r' at the beginning it says...

L: 'rip'.

Repeat steps 1-3 with following: 'hip', 'whip', 'ship', and 'chip'.

I do: Put the word 'sing' on the board/pocket chart.

T: Watch me, /s/, /i/, /ng/

T: Remove the letter 's'. Now I have the 'ing'.

T: If I add the letters 'r' at the beginning of the word it says 'ring'.

T: Now I will write the words I read on the board.

We do:

T: Say the sound of the letter. Then say the whole word.

T & L: /s/, /i/, /ng/

T: This word is...

T & L: 'sing'.

T: If I remove the letter 's', we have the letters:

T & L: 'ing'

T: If I add the letter 'r' at the beginning of the word it says...

Week 2 Days 1 and 2

Shopping Reading



Nan and Sam

When the phone rings, Nan sings.
She is going to the shop.
She gets her money.
She runs to meet Sam.
Sam buys fish and chips.
Nan buys yams and beans.
They eat and eat and eat.
They eat too much.
Sam says, "We are too full.
We can not walk home."
Nan says, "Let us take a nap."

7

T & L: 'ring'.

You do:

T: Point to each letter as the pupils say:

L: / s /, / i /, / ng /

T: This word is...

L: sing.

T: Remove the letter 's' of the word:

T: If I remove the letter 's' the remaining letters are:

L: 'ing'.

T: If I add the letter 'r' at the end of the word it says...

T & L: 'ring'.

Repeat steps 4-6 with the words 'sang' and 'rang'.

T: Now I will say the word and you will write.

Remove the letter cards and say each word 2 times while pupils write. ('sing', 'ring', 'zip', 'rip', 'chip')

Vocabulary:

T: The word is full. Read 2 times slowly.

T: If the pot is full, you cannot put any more water in it.

T: What is the word?

T: & L: full

T: What other things can you put water in until it is full?

T: Let 2-3 children respond.

Repeat step 1 and 2 with the words **phone** and **nap**.

Pupil Story

Let us read again the story we read yesterday.

We do:

T: Open your books on page 7. Let us read the story together.

T & L: Read Story

You do:

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Questions:

T: I look at the reading again. I see that in the beginning Sam and Nan go to the shop.

Beginning	Middle	End
Sam and Nan go to the shop.		

T: I am going to write that in the table.

We do:

T: Look with your partner to see what happened in the middle of the story. What happened next? What do they do at the shops? Give the pupils time.

T: Who can tell us what happened next?

L: They eat and eat.

T: Write, "They eat and eat." in the table in the middle column.

Beginning	Middle	End
Sam and Nan go to the shop.	They eat and eat.	

You do:

T: At the beginning of the story, Sam and Nan go to the shops. Then, they eat and eat. What happens at the end of the story? How do they feel after eating too much?

T: Look with you partner to see what happened at the end.

T: Who can tell us what happened at the end of the story?

L: Respond.

T: Yes, They take a nap."

T: Write, "They take a nap." in the table at the end.

Beginning	Middle	End
Sam and Nan go to the shop.	They eat and eat.	They take a nap.

Writing Classwork

T: Today we will write words.(zip, when, sing, ring, vet).

T: First you will watch me write these words on the board.

T: Now open your exercise book. We are going to copy these words. You will write them in your exercise book. Copy what I have written on the board.

Writing Homework - (Homework Book 1 page 14)

T: For your homework, copy these words twice. Read them to someone at home.

Week 2 Days 3 and 4

Shopping Word Study

Read the sounds. Read the words.

■ a__e
● can mat take make name game
cane mate face race
i__e
bit kit bike like hide ride
bite kite rice dice

Read the sounds. Read the words.

▲ o__e
★ not hop Coke cone hole home
note hope
u__e
cut tub cub rude tune
cute tube cube

8

Blending

I do:

T: Watch me, /k/ /a/ /n/

T: The word is can.

T: Now, I am going to add an e to the end of the word. This will change the sound.

Put the letter 'e' after the word can to make the word cane.

T: Watch me, /k/ /ei/ /n/ The word is cane.

We do:

T: We will do it together. We say the sounds. Then we say the word.

T & L: /k/ /a/ /n/

T: The word is ...

T & L: can

T: Now, I am going to add an e to the end of the word. This will change the sound. Let's say the new sounds. Then we say the whole word.

T & L: /c/ /ei/ /n/

T: The word is ...

T & L: cane

Continue practising with mat and mate.

You do:

L: /k/ /a/ /n/

T: The word is ...

L: can

T: Now, I am going to add an e to the end of the word. This will change the sound.

Put the letter 'e' after the word can to make the word cane.

L: /c/ /ei/ /n/

T: The word is ...

L: cane

Continue practising with mat and mate.

I do:

Put the word bit on the board/pocket chart.

T: Watch me, /b/ /i/ /t/

T: The word is bit.

T: Now, I am going to add an e to the end of the word. This will change the sound. Put the letter e after the word bit to make bite.

T: Watch me, /b/ /ai/ /t/

T: The word is bite.

We do:

T: Remember, we say the sound of the letters as I point to them. Then we say the whole word.

T & L: /b/ /i/ /t/

T: The word is ...

T & L: bit

T: Now, I am going to add an e to the end of the word. This will change the sound. Put the letter e after the word to make the word bite.

Let's say the new sounds. Then we say the whole word.

T & L: /b/ /ai/ /t/

T: The word is ...

T & L: bite

Continue practising with kit and kite.

You do:

T: Now you try it. Sweep your finger under the letters of the word,

L: /b/ /i/ /t/

T: The word is ...

L: bit

T: Now, I am going to add an e to the end of the word. This will change the sound. Sweep your finger under the letters of the word,

L: /b/ ai/ /t/

T: The word is ...

L: bite

Continue practising with kit and kite.

Write on the board: bike, like, hide, ride rice, dice

T: Let us also read the other words that have the sound /ai/:bike, like, hide, ride, rice, dic

T: Now open your books on p. 8. Point at the circle. Say the sounds of each word, then read the whole word to your partner

Go on

Week 2 Days 3 and 4

Shopping Reading



Mangoes

I can buy an orange or a mango.
Mother hates mangoes.
Father hates mangoes.
Sam hates mangoes.
But I like mangoes.
I buy a mango.
I take a big bite
of a ripe wet mango
and eat and eat
and eat.
I am happy.

9

Vocabulary

- T: The word is ripe. Read 2 times slowly.
T: How many of you know what the word ripe means?
T: When a mango is ready to eat, it is ripe.
T: What is the word?
T: &L: ripe
T: What other fruits need to get ripe before you eat them?
T: Let 2-3 children answer.

Repeat steps 1-2 with the following words.

Or (I can eat ugali or sukuma. I can have a mango or a pineapple. We use or to pick between two things.)

Orange (An orange is a fruit.)

Pupil Book

Open your books on page 9. Let us read the story together.

T&L: Read the story.

Questions

I do:

- T: Write this question on the board. What does Mother hate?
T: I go back to the story and look for the answer.
T: I found the answer in the story. Let me read it for you.
T: Mother hates mangoes

We do:

- T: Your turn. What does Mother hate?
T: Let us see if the answer is in the story.
T: & L: Look for the answer in the story.
T: If the answer is in the story we show 'thumbs up', if it is not, we show 'thumbs down'.
T & L: Thumbs up.
T: The answer is in the story. Put your finger where the answer is. Now let us read the sentence together.
T + L: Mother hates mangoes.
T: Write: Why does the person not buy an orange?
T: Let us find the answer in the story.
T: If you find the answer in the story show thumbs up, if not show thumbs down
T& L: Thumbs down
T: The answer is not in the story. You need to think about what the person feels about mangoes.
T: Who knows the answer to the question? Let 2-3 pupils answer. Give feedback. Yes, they don't buy an orange because they love mangoes.

You do:

- Write: How does she feel about eating the mango?
T: Work in pairs to look for the answer in the story.
T: Is the answer in the story?
L: Yes
T: Read the answer to your partner. Let 2-3 read the answer.
T: Give feedback. I am happy.
T: Write: Do you think Sam eats mangoes?
T: Look for the answer in the story.
T: Is the answer in the story?
L: No
T: The answer is not in the story. Think about how Sam feels about mangoes. Tell the answer to your partner.

✍ Writing Classwork:

Now we are going to practise writing some of the words we have learned this week. I will then give you homework.

- T: Today we will write four words (bit, bite, ripe, like, take).
T: First you will watch me write these words on the board.
T: Now I will read all of the words. Listen carefully.
T: Read the words, while pointing to each one of them.
T: Today we will write four words (bit, bite, ripe, like, take).
T: First you will watch me write these words on the board.
T: Now I will read all of the words. Listen carefully.
T: Read the words, while pointing to each one of them.

✍ Writing homework - (Homework Book 2 page 16)

T: For your homework, copy these words twice. Read them to someone at home.

Week 2 Days 3 and 4

Shopping Word Study

Read the sounds. Read the words.

■ a__e
● can mat take make name game
cane mate face race
i__e
bit kit bike like hide ride
bite kite rice dice

Read the sounds. Read the words.

▲ o__e
★ not hop Coke cone hole home
note hope
u__e
cut tub cub rude tune
cute tube cube

8

Blending

We are going to learn to use sounds to read and spell words.

I do:

T: Watch me, /n/ /o/ /t/

T: The word is not.

T: Now, I am going to add an e to the end of the word. This will change the sound.

T: Watch me, /n/ /ou/ /t/

T: The word is note.

We do:

T: We say the sound of the letters. Then we say the word.

T & L: /n/ /o/ /t/

T: The word is ...

T & L: not

T: Now, I am going to add an e to the end of the word. This will change the sound.

Let's say the new sounds. Then we say the whole word.

T & L: /n/ /ou/ /t/

T: The word is ...

T & L: note

Continue practising with hop and hope.

You do:

T: Now you try it. Sweep your finger under the letters of the word.

L: /n/ /o/ /t/

T: Now, I am going to add an e to the end of the word. This will change the sound.

Put the letter 'e' after the word not to make the word note.

L: /n/ ou/ /t/

T: The word is ...

L: note

Continue practising with hop and hope.

Write on the board: coke, cone, hole, home, mole, pole, rode, rope

T: Let us also read the other words that have the sound /ou/: coke, cone, hole, home, mole, pole, rode, rope

I do:

T: Watch me, /k/ /u/ /t/

T: The word is cut.

T: Now, I am going to add an e to the end of the word. This will change the sound.

T: Watch me, /k/, /iu/, /t/

T: The word is cute.

We do:

T: We say the sound of the letters. Then we say the whole word.

T & L: /k/ /u/ /t/

T: The word is ...

T & L: cut

T: Now, I am going to add an e to the end of the word. This will change the sound.

T & L: /k/, /iu/, /t/

T: The word is ...

T & L: cute

Continue practising with tub and tube.

You do:

T: Now you try it. Put the word cut on the board.

L: /k/ /u/ /t/

T: The word is ...

L: cut

T: Now, I am going to add an e to the end of the word. This will change the sound.

Put the letter 'e' after the word not to make the word 'cute'.

L: /k/, /iu/, /t/

T: The word is ...

L: cute

Continue practising with tub and tube and cub and cube.

Write on the board: cube, rude, tune

T: Let us also read the other words that have the sound /iu/: rude, tune

T: Now open your books on p. 8. Say the sounds of each word, then read the whole word to your partner.

Go on

Week 2 Days 3 and 4

Shopping Reading



Mangoes

I can buy an orange or a mango.
Mother hates mangoes.
Father hates mangoes.
Sam hates mangoes.
But I like mangoes.
I buy a mango.
I take a big bite
of a ripe wet mango
and eat and eat
and eat.
I am happy.

9

Vocabulary:

Put the word **or** on the board/pocket chart.

T: The word is **or**. Read 2 times slowly

T: You use the word 'or' when you have two choices. I can buy a dress or shoes. I can buy an orange or a mango.

T: What is the word?

T & L: **or**

T: Raise your hand if you can use the word 'or' in a sentence.

T: Let 2-3 children answer.

Repeat steps 1-2 with **ripe** and **orange**. Tell children what the words mean by using the words in sentences.

Pupil Story

Let us read again the story we read yesterday.

We do:

T: Open your books on page 9. Let us read the story together.

T & L: Read Story

You do:

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Grammar: Language Pattern

Now we are going to practise using words from our story to make our own sentences.

I do:

T: In our reading, it says, "I can buy an orange or a mango."

T: The word **or** tells us about two things we can buy. We can buy an orange or a mango.

T: We use the word **or** to talk about two things we can buy.

T: We could say, "I can buy a ball or a doll."

T: We use **or** to talk about the two things we can buy.

We do:

T: Let's try to use **or** to talk about two things we can buy

Call on a pupil. Ask the pupil two things that he/she wants to buy.

T: Repeat after me. _____ can buy _____ or _____.

T & L: _____ can buy _____ or _____.

You do:

T: Now it is your turn. Ask your partner two things that they want to buy.

Give pupils time to ask their partners.

T: Tell the class what two things their partner wants to buy.

T: You will say, "_____ can buy _____ or _____."

Let 3-4 pupils respond.

Give feedback.

Writing Classwork

Now we are going to practise writing some of the words we have learned this week. I will then give you homework.

T: Today we will write words. (*ride, hope, tube, note, hate*).

T: First you will watch me write these words on the board. Write the three words on the board, slowly saying each sound as you write. Number them. When you have finished writing read the whole word.

T: Now I will read all three words. Listen carefully.

T: Read the words, while pointing to each one of them.

T: Now open your exercise book. We are going to copy these words. You will write them in your exercise book. Copy what I have written on the board.

T: Walk around and see how they are writing. Where the pupils have difficulties, model writing the letters neatly.

Writing Homework - (Homework Book 1 page 18)

T: For your homework, copy these words twice. Read them to someone at home.

STOP

Week 2 Day 5

Shopping Revision

Read the sounds. Read the words.

★ rat	rate
tub	tube
rod	rode
rip	ripe

1. The rat is in the pipe.
2. He rode to the shop.

Pam and Mother



Pam: I am so big. I can hear with my ears.
 Mother: Show me your ears.
 Pam: I can eat with my mouth.
 Mother: Show me your mouth.
 Pam: I can walk with my legs.
 Mother: Show me your legs.
 Pam: I am so big. I will go to the shop.
 Mother: Will you buy a pen?
 Pam: No, I will buy a pet hen.
 Mother: Come, give me a hug.

10

T: Open your book on **10**. Put your pencil/bookmarker there. Close the book.

★ Word Reading and Assessment

Now we are going to practise reading the words we learned this week.

Write the following on your chalkboard.

Row 1: rat rate

Row 2: rud rude

Row 3: rod rode

Row 4: rip ripe

Row 4: The rat is in the pipe.

Row 5: He rode to the shop.

I do: Put your finger under the first letter of the first word in Row 1. Point to each letter, and then sweep your finger under it

T: Watch me. Say each sound in the word then say the whole word: /r//a//t/. rat

Repeat this for all words in Row 1.

We do:

T: Put your finger under the first letter of the first word in Row 1. Point to each letter, and then sweep your finger under it

T: **Let's do it together.** Say each sound in the word, then say the whole word:

T & L: /r//a//t/.rat.

Repeat this for all words in Row 1.

You do:

T: **Now you try it.** Put your finger under the first letter of the first word in Row 1.

T: **This word is.**

L: rat.

Repeat this for all words in Row 1.

Repeat steps 1-3 with rows 2-3.

I do

T: Point to Row 4. **Let me read this sentence to you.**

T: Put your finger under each word as you read the sentence. **The rat is in the pipe.**

We do:

T: Point to Row 4. **Let's do it together.**

T & L: Put your finger under each word as you read the sentence with the pupil. **The rat is in the pipe.**

You do:

T: Point to Row 4. Now you try it.

T: Put your finger under each word as the pupils read.

L: **The rat is in the pipe.**

Repeat steps 4-6 with row 5.

T: **Let's answer some questions about the words on the board.**

T: **Who can come and point to a word that means to tear something?**

L: Pupil comes to board and points to rip.

T: **Who can come and point to a word that means a mango is ready to eat?**

L: Pupil comes to board and points to ripe.

T: **Now we will read the words we learned this week. Open your books on 10. Remember to say the sounds first. Then say the whole word.**

🗨 Vocabulary

Now we are going to learn some new words that will help us read our story. Put the word give on the board/pocket chart.

T: The word is 'give'. Read 2 times slowly while sweeping finger under the word.

T: **How many of you know what the word 'give' means?**

L: Raise hands. If more than half of the pupils raise their hands, have pupils share with partner and ask at least 1 pair to tell the class. If not, continue saying the following:

T: Give a girl a pencil. **I am giving this girl a pencil.**

T: Give a boy a book. **I am giving this boy a book.**

T: **What is the word?**

T: & L: give

T: **Let us try it together.**

T: **Give your partner your pencil.**

T: **Give your partner your book.**

T: **Give your partner a high five.**

Go on →

Week 2 Day 5

Shopping Revision

Read the sounds. Read the words.

★ rat	rate
tub	tube
rod	rode
rip	ripe

- The rat is in the pipe.
- He rode to the shop.

Pam and Mother



Pam: I am so big. I can hear with my ears.
 Mother: Show me your ears.
 Pam: I can eat with my mouth.
 Mother: Show me your mouth.
 Pam: I can walk with my legs.
 Mother: Show me your legs.
 Pam: I am so big. I will go to the shop.
 Mother: Will you buy a pen?
 Pam: No, I will buy a pet hen.
 Mother: Come, give me a hug.

10

Repeat steps 1-2 with the following words:

Hear (Touch your ear. I hear with my ears. I like to hear songs.)

Mouth (Point to your mouth,. This is my mouth.)

Get Ready to Read:

T: Open your book on page 10. The story is Pam and Mother.

T: This story is about a girl who is becoming a big girl. What will you be able to do when you become a big girl or boy?

T: Put your finger on the title. Let's read the title together.

T: What can you see in the picture?

Pupil Reading

You do:

T: You are going to read the story silently by yourself.

L: Read story.

Questions

I do:

T: Write: What does Pam show mother first?

T: I go back to the story and look for the answer.

T: I found the answer in the story. I can hear with my ears.

We do:

T: Your turn. What does Pam show Mother first?

T: Let us see if the answer is in the story.

T: If the answer is in the story we show 'thumbs up', if it is not, we show 'thumbs down'.

T & L: Thumbs up.

T: The answer is in the story. Put your finger where the answer is.

T: Now let us read the sentence together.

T + L: I can hear with my ears.

T: Write this question on the board: What else can Pam do with her mouth?

T: Let us find the answer in the story.

T: If you find the answer in the story show thumbs up, if not show thumbs down

T & L: Thumbs down

T: The answer is not in the story. You need to think about what you can do with your mouth.

T: Who knows the answer to the question? Let 2-3 pupils answer. Give feedback.

You do:

Write: What does Mother want Pam to give her at the end of the story?

T: Work in pairs to look for the answer in the story.

T: Is the answer in the story?

L: Yes

T: Read the answer to your partner. Let 2-3 read the answer then

T: Give feedback. Give me a hug.

T: Write: What else can Pam do with her legs?

T: Look for the answer in the story.

T: Is the answer in the story?

L: No

T: The answer is not in the story. Think about what you can do with your legs. Tell the answer to your partner.

T: Who knows the answer to the question? Let 2-3 pupils answer.

Writing Classwork

I do:

T: I will say the first word. Then I write it on the board. Like.

T: I have to listen to the sounds and to write the letters.

We do:

T: I will say the word twice then we will write it. You will write in your exercise book. I will write in my book.

T: The first word is like. The word is like. Let us write.

You do:

Now I will say the other words of the week. You will write them in your exercise book: 2) chip 3) sing 4) when 5) take 6) tube.

Write the words. Then correct the test and give the child a mark.

T: Now you will write some sentences using the words of the week. Write the sentences on the board for the pupils to copy.

1. I like to sing. 2. He will take a chip.

Make sure to read them to someone at home.



Week 3 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ R r L l

Read the sounds. Read the words.

● r o b	l o b	r i p	l i p
rob	lob	rip	lip
robe	lobe	rate	late

Practise reading the letter sounds.

▲ L l R r

Read the sounds. Read the words.

★ r e d	r i d
red	rid
l e d	l i d
led	lid
l a k e	r a k e

11

👉 Sounds Recognition (Beginning)

I do:

T: The sound is /r/

T: The first word is, rob. The word begins with /r/ so I show thumbs up.

T: The next word is lob. The word does not begin with /r/, so I show thumbs down.

We do:

T: Let's try it together. The sound is /r/. What is the sound?

T & L: /r/

T: Now I will say a word. If it begins with /r/ show thumbs up. If it does not, thumbs down.

T: The first word is rob.

Continue with example: lob

You do:

T: Now you try. The sound is /r/.

T: Show thumbs up if the word begins with /r/. If not, thumbs down.

T: The first word is rob.

L: Thumbs up

Continue with example: lob

Repeat steps 1-3 with examples below.

/r/: robe, lip, rate, lobe, rip

/l/: read, load, rain, lead, road

T: The /r/ sound and the /l/ sound are different. Let us play a word game to practise these sounds.

T: Repeat after me. Red lorry, yellow lorry, red lorry, yellow lorry

L: Red lorry, yellow lorry, red lorry, yellow lorry

T: Now, try to say it as fast as you can.

L: Red lorry, yellow lorry, red lorry, yellow lorry

T: Your tongue moves very fast. Do you think it sounds funny?

■ Letter/Sound Knowledge

I do: Put the small letter 'l' on the board/pocket chart.

T: The name of the first letter is l. It is the small letter l.

T: The sound is /l/.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'l'

T: The sound is...

T & L: /l/

You do:

T: Now you do it alone. The name of this letter is?

L: l

T: The sound of this letter is?

L: /l/.

● Word Blending

I do: Put the word 'rob' on the board/pocket chart.

T: Watch me, /r/, /o/, /b/

T: Now remove the first letter of the word: Now it says: 'ob'

T: If I add the letter 'l' at the beginning now it says 'lob'.

We do:

T: Say the sound of each letter, and then say word.

T & L: /r/, /o/, /b/

T: This word is...

T & L: 'rob'.

T: Remove the first letter of the word. Now this says...

T & L: 'ob'.

T: If I add the letter 'l' at the beginning it says...

T & L: 'lob'

You do:

T: Now you try it. Put the word 'rob' on the board.

L: /r/, /o/, /b/

T: This word is...

L: 'rob'.

T: Remove the first letter of the word. Now this says...

L: 'ob'

T: If I add the letter 'l' at the beginning it says...

L: 'lob'.

Repeat steps 1-3 with examples below

Robe/lobe, rip/lip and rate/late

Date: _____

Duration: _____

Roll: _____

Week 3 Days 1 and 2

Travel Reading



The cat and the bus

Rose likes to ride on the school bus.
Today Rose is late.
She runs to the road.
Her cat runs after her.
It runs in front of the bus.
The bus slows down.
Rose bites her lip.
The driver looks in front of the bus.
The cat is okay.
Rose is happy and rides on the bus to school.

12

Vocabulary

T: The word is slow. Read 2 times slowly
T: How many of you know what the word slow means?
L: Have pupils share. If not, continue saying the following:
T: Walk very slowly across the room. I am walking slowly.
T: Pick up a pencil slowly. I am picking the pencil slowly.

We do:

T: What is the word?
T: & L: slow
T: Stand up very slowly.
T: Sit down very slowly.

Repeat step 1 and 2:

Front (Stand in front of your desk. I am in front of my desk.)

Driver (The matatu driver drove very fast.)

Get Ready to Read:

T: Turn to page 12. The story is The Cat and the Bus.
T: This story is about a girl who is late for school. Have you ever been late? How did you feel? Let 3-4 pupils answer.
T: Put your finger on the title. Let's read the title together.
T: What can you see in the picture? Let 3-4 pupils answer.
T: Close your books. Turn to your partner and tell them one thing you think will happen in the story.

Pupil Story

I do: T: First I will read as you listen.

We do: T: Now let us read together.

You do:

T: Now it's your turn to read. Pupils read.
T: Tell your partner whether your guess came true.
Call on 2-3 pairs to share their guess and whether it was true.

Questions

I do:

T: Write: What does Rose like to ride to school?
T: I go back to the story and look for the answer. I found the answer. Rose likes to ride on the school bus.

We do:

T: Write: What does Rose like to ride to school?
T: Is the answer in the story?
T & L: Thumbs up.
T: The answer is in the story. Let us read the answer together.
T + L: Rose likes to ride on the school bus.
T: Write: Does Rose like the cat?
T: Let us go back to the story and look for the answer.
T: Is the answer in the story?
L: No/thumbs down
T: The answer is not in the text. Think about how Rose feels when the bus almost hits the cat. Let 3-4 pupils give answers.
T: Who can answer the question?

You do:

Write: Why is Rose happy? Is the answer in the story?
L: Yes
T: Read the answer to your partner. Let 2-3 read the answer.
T: Give feedback. The cat is okay.
T: Write: Is the bus driver a good person? Is the answer in the story?
L: No
T: The answer is not in the story. Think about what the bus driver does when he almost hits the cat. Tell your partner.

Writing Classwork

T: Today we will write our words for the week. (late, lip, ride, ball, far, wall).
First you will watch me write each word on the board.
T: Open your book. Copy what I have written on the board.

Writing Homework - (Homework Book 2 page 22)

T: For your homework, copy these words twice. Read them to someone at home.
T: Practise these words to get ready for your dictation.

Week 3 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ R r L l

Read the sounds. Read the words.

● r o b	l o b	r i p	l i p
rob	lob	rip	lip
robe	lobe	rate	late

Practise reading the letter sounds.

▲ L l R r

Read the sounds. Read the words.

★ r e d	r i d
red	rid
led	lid
lake	rake

11

🔊 Oral Blending

I do

T: The sounds are: /l/, /ei/, /k/. I join the sounds together. The word is lake.

We do:

T: Let's do it together. I first say the sounds /l/, /ei/, /k/. What is the word?

T & L: lake.

Continue practise with the word: rake

You do:

T: Now I will say the sounds and you will say the word.

T: /l /, /ei/, /k/. What is the word?

L: Lake.

Continue practise with the words: rake

Repeat steps 1-3 with ripe, like, and ride.

T: The /r/ sound and the /l/ sound are different. Let us play a word game to practise these sounds with the sentence we did yesterday.

T: Repeat after me. Red lorry, yellow lorry, red lorry, yellow lorry

L: Red lorry, yellow lorry, red lorry, yellow lorry

T: Now, try to say it as fast as you can.

L: Red lorry, yellow lorry, red lorry, yellow lorry

T: Your tongue moves very fast. Do you think it sounds funny?

■ Letter/Sound Knowledge

I do: Put the capital letter R on the board/pocket chart.

T: The name of the first letter is R. It is the capital letter R.

T: The sound is /r/.

We do:

T: Now we will say the letter together. The letter is...

T & L: 'R'

T: The sound is...

T & L: /r/

You do:

T: Now you do it alone. The name of this letter is?

L: R

T: The sound of this letter is?

L: /r/.

Repeat steps 1,2 and 3 with /l/.

● Word Blending

I do:

T: Watch me, /r/, /e/, /d/

T: Now remove the first letter of the word. Now the word is: 'ed'

T: If I add the letter 'l' at the beginning now it says 'led'.

We Do

T: Say the sound of each letter, and then say the whole word.

T: Point to each letter of the word

T & L: /r/, /e/, /d/

T: This word is...

T & L: 'red'.

T: Remove the first letter of the word. Now this says...

T & L: 'ed'.

T: If I add the letter 'l' at the beginning it says...

T & L: 'led'.

You do:

T: Now you try it. Point to each letter as the pupils say:

L: /r/, /e/, /d/

T: This word is...

L: 'red'.

T: Remove the first letter of the word. Now this says ...

L: 'ed'

T: If I add the letter 'l' at the beginning it says...

L: 'led'.

Repeat steps 1-3 with examples below

Rid/lid, rake/lake

Go on

Date: _____

Duration: _____

Roll: _____

Week 3 Days 1 and 2

Travel Reading



The cat and the bus

Rose likes to ride on the school bus.
Today Rose is late.
She runs to the road.
Her cat runs after her.
It runs in front of the bus.
The bus slows down.
Rose bites her lip.
The driver looks in front of the bus.
The cat is okay.
Rose is happy and rides on the bus to school.

12

Vocabulary

- T: **The word is front.** Read 2 times slowly
T: Stand in front of your desk. I am in front of my desk.
T: Put your chalk in front of a book. The chalk is in front of the book.
T: **What is the word?**
T: & L: **front**
T: Your turn. Put your book in front of you.
T&L: *Gesture*
T: Put your pencil in front of your book.
T & L: *Gesture*
Repeat step 1 and 2 using gestures to show the meaning of the words **slow** and **driver**.

Pupil Reading

We do:
T: Open your books on page 12. Let us read the story together.
T & L: Read Story

You do

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Questions

I do

T: Every story has a beginning, middle and an end. I am going to make a table on the board, so I can understand what we read.

L: The bus slows down.

T: Write: "The bus slows down", in the table in the middle column.

Beginning	Middle	End
Sam and Mat see a big bird.	The bus slows down.	

You do

T: At the **beginning** of the story, the cat runs in front of the bus. Then, the bus slows down. Look with you partner to see what happened at the end of the story. Give the pupils time.

T: Who can tell us what happened at the end of the story?

L: The cat is okay. Rose is happy.

T: Write, "The cat is Okay. Rose is happy." in the table at the end.

Beginning	Middle	End
Sam and Mat see a big bird.	The bus slows down.	The cat is okay. Rose is happy.

Writing Classwork

T: The words are: runs, to, She, the, road.

T: What sentence could these words make?

I know that every sentence starts with a capital letter, so the first word must be She. Let me try. Write "She road to the runs" on the board. No, that does not make sense.

Let me change the 'runs' and the 'road'. Write "She runs to the road" on the board.

Yes, that makes sense.

We Do: Write: (runs, to, He, the, road.)

T: Let's do it together. I have changed one word. Now the words are: runs, to, He, the, road

T & L: Think what sentences this can make. You help me.

T: Let the children give options. For each of the options say:

T: Show thumbs up if the sentence is correct. Show thumbs down if it is not correct.

T & L: Respond with thumbs

T: I will write on the board. (She runs to the road. He runs to the road.) You will write them in your exercise book.

Model writing the words nicely underneath each other. Number them.

Writing Homework - (Homework Book 1 page 24)

Write these words on the board. (runs, to, It, the, road.).

T: As homework I give you these words (cat, runs her after Her.). Make a sentence with these words. Write the sentence in your exercise book. Then read them to someone at home.

STOP

Week 3 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ -ar -all

Read the sounds. Read the words.

● c ar b ar c all b all

car bar call ball

f ar sc ar f all t all

far scar fall tall

st ar t ar w all h all

star tar wall hall

13

■ Sounds Recognition

I do

T: The sound is /ar/.

T: The first word is, car. The word ends with /ar/so I show thumbs up.

T: The next word is can. The word does not end with /ar/, so I show thumbs down.

We do

T: Let's try it together. The sound is /ar/. What is the sound?

T & L: /ar/

T: Now I will say a word. If it ends with /ar/show thumbs up. If it does not, thumbs down.

T: The first word is car

T & L: Respond together

Continue with examples: can, bar, tar

You do

T: Now you try. The sound is /ar/.

T: Show thumbs up if the word ends with /ar/. If not, thumbs down.

T: The first word is car.

L: Thumbs up

Continue with examples: can, bar, tall

Repeat steps 1, 2, and 3 with the sound /l/and the examples far, mall, star.

● Word Blending

I do

Put the word far on the board/pocket chart.

T: Watch me, /f/ /aa/ The word is far.

T: Look at how in this word the ar makes a /aa/ sound.

We do:

T: We say the sounds as I point to them. Then we say the word.

T & L: /f /aa/

T: The word is ...

T & L: far

Continue practising with: bar and car

You do

T: Now you try it.

T: Sweep your finger under each letter as the pupils say:

L: /f/ /aa/

T: The word is...

L: far

Continue practising with: bar, car and scar

I do

Put the word ball on the board/pocket chart.

T: Watch me, /b/ /ool/

T: The word is ball.

T: Look at how in this word the all makes the /ool/ sound

We do

T: We say the sounds as I point to them. Then we say the word.

T & L: /b/ /ool/

T: The word is ...

T & L: ball

Continue practising with: wall and tall

You do

T: Now you try it.

T: Sweep your finger under each letter as the pupils say:

L: /b/ /ool/

T: The word is...

L: ball.

Continue practising with: wall and tall

T: Now open your books on p.13. Say the sounds of each word, then read the whole word to your partner

Go on

Week 3 Days 3 and 4

Travel
Reading



Rose and the big bike

Rose wants to buy a ball.
But the shop is far.
She sees a big bicycle by the wall.
She takes the bike.
She rides to the road.
But, her cat runs in front of the bike.
Rose falls.
"Mama, mama!" Rose cries.
Mother takes Rose home.
Rose now has a scar on her leg.

14

Vocabulary

T: The word is cries. Who knows what cries means?
L: Have pupils share. If not, continue saying the following:
T: Pretend to cry. I am crying. Now you cry. S/he cries.
T: What is the word?
T: & L: cries
T: Your turn. Pretend to cry.
Repeat step 1 and 2 with the following words: Far, Scar

Get Ready to Read

T: Open to page 14. The story is Rose and the Big Bike.
T: This story is about a girl who rides a bike. Have you ever ridden a bike? What was it like? Let 3-4 pupils answer.
T: Put your finger on the title. Let's read the title together.
T: What can you see in the picture? Let 3-4 pupils answer.
T: Close your book. Tell your partner one thing you think will happen in the story.

Pupil Reading

I do

T: I will read as you listen. Place your finger at the start of the first line and follow as I read.

We do

T: Now let us read it together. Read story.

You do:

T: Now it's your turn read the story.

L: Read the story out loud while teacher monitors.

T: Tell your partner whether your guess came true. Call on 2-3 pairs to share.

Questions

I do

T: Write: What does Rose want to buy? Read question to pupils.

T: I go back to the story and look for the answer.

T: I found the answer in the story. Rose wants to buy a ball.

We do:

T: Write: What does Rose want to buy? Read question to pupils.

T: Let us see if the answer is in the story.

T: Is the answer in the story?

T & L: Thumbs up.

T: The answer is in the story. Let us read the answer together.

T + L: Rose wants to buy a ball.

T: Write: Why does the cat run in front of the bike?

T: Is the answer in the story?

L: No/thumbs down

T: The answer is not in the story. You need to think about what you know about cats. Let 3-4 pupils give answers.

T: Who can answer the question?

You do

Write: What happened to Rose's leg? Is the answer in the story?

L: Yes/thumbs up

T: Read the answer to your partner.

TT: Give feedback. Rose now has a scar on her leg.

T: Write. Will Rose buy the ball? Is the answer in the story?

L: No/thumbs down

T: The answer is not in the story. Think about what happens to Rose. Tell the answer to your partner.

Homework: Making Words - (Homework Book 1 page 26)

I do

T: Use the pocket chart. Show: c, b and f and the word part: ar.

T: I say the sounds of the letters. Then I say the sound of the word part: -ar I add the letter 'c' to the word part, I make a new word. My new word is: car. Remove the 'c'.

T: When I add letter 'b' I make the word: 'bar'. Remove the 'b'.

T: When I add letter 'f', I make the word: 'far'. Remove the 'f'.

We do

T: Now we will do it together. First we read the sounds together.

T & L: Read sounds: c, b and f

T: Then we read the word part...

T & L: Read the word part: -ar

T: Add the letter c to the beginning of the word part. What does the word say?

T & L: Say the word: car (Repeat with all letters.)

T: Now, let us read and write each word we have made.

T & L: Make the words. Read the words. Write: car, bar, far

You do:

T: Use the letters c, b, and f and the word ending-all to make words.

T: Write the words you have made in your exercise book.

T: Read these words to at home. If you do not know what they mean, ask someone at home to tell you what they mean.

Week 3 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ -ar -all

Read the sounds. Read the words.

● c ar b ar c all b all
car bar call ball

f ar sc ar f all t all
far scar fall tall

st ar t ar w all h all
star tar wall hall

13

Oral Blending

I do

T: The sounds are: /sk/, /aa/. I join the sounds together. The word is scar.

We do

T: Let's do it together. I first say the sounds /sk/, /aa/. What is the word?

T & L: scar. Continue practise with the word: ball

You do

T: Now I will say the sounds and you will say the word.

T: /sk/, /aa/. What is the word?

L: scar.

Continue practise with the word: ball

Repeat steps 1-3 with using the words:

star, call, far, full, will

Word Blending

I do

Put the word bar on the board/pocket chart.

T: Watch me. /b //aa/.

Nod your head once for each sound. Sweep your finger under the letters while reading.

T: The word is bar.

We do

T: Now we will do it together. Remember to say each sound silently as I sweep my finger under the word.

T & L: Make sure children nod their heads for each sound as they say them out loud /b//aa/

T: What is the word?

You do

T: Now you try it. Sweep your finger under the word while the pupils nod their heads for each sound and read.

L: /b//aa/

T: What is the word?

L: bar

Continue with examples: car, far, and scar

Repeat steps 1-3 with examples below

wall, call, rid and ride

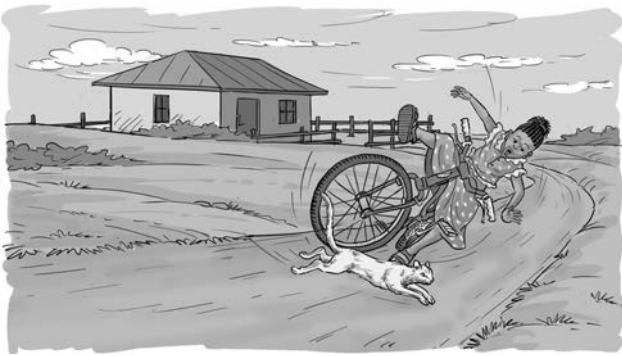
Go on

Teacher tip

When writing sounds or syllables on the board, do **not** write them like this: /e/ or /sh/, instead, write them like this: e or sh.

Week 3 Days 3 and 4

Travel Reading



Rose and the big bike

Rose wants to buy a ball.
But the shop is far.
She sees a big bicycle by the wall.
She takes the bike.
She rides to the road.
But, her cat runs in front of the bike.
Rose falls.
"Mama, mama!" Rose cries.
Mother takes Rose home.
Rose now has a scar on her leg.

14

Vocabulary

Put the word **far** on the board/pocket chart.

T: The word is **far**. Read 2 times slowly while sweeping finger under the word.

T: Point to something outside the classroom. The _____ is far away.

T: Point to something else outside the classroom. The _____ is far away.

T: What is the word?

T: & L: **far**

T: Your turn. **Who can tell me something that is far away?**

Let 3-4 pupils respond. Give feedback.

Repeat step 1 and 2 using gestures or sentences to show the meaning of the words **scar** and **cries**.

Pupil Reading

I do

Let us read again the story we read yesterday.

T: Open your books on page 14. Let us read the story together.

T & L: Read Story

You do

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Grammar: Language Pattern

I do

T: In our story, Rose wants to buy a ball.

T: We use wants to when we talk about what someone would like to do.

T: We could say, "Titus wants to buy a sweet, " or "Esther wants to buy a bike."

We do

T: Let's try to use wants to in sentences. Call on a pupil and ask what s/he wants to buy.

T: Repeat after me. _____ wants to buy a _____.

T & L: _____ wants to buy a _____.

Call on another pupil and ask what s/he wants to buy.

T: Repeat after me. _____ wants to buy a _____.

T & L: _____ wants to buy a _____.

You do

T: Now it is your turn. Ask your partner what s/he wants to buy.

Give pupils time to ask their partners what they want to buy.

T: Who would like to tell the class what their partner wants to buy?

T: You will say, "_____ wants to buy a _____."

Let 3-4 pupils respond. Give feedback.

Classwork Writing

Now we are going to practise writing some sentences. I will then give you homework.

Write on the chalkboard:

wall ball fall

1. Rose wants to buy a _____.

2. She sees a bike by the _____.

T: We are going to use words to fill sentences from our story.

T: The words are: wall, ball, fall

T: Number 1. Rose wants to buy a _____

T: Now, I try the different words in the sentence.

T: Rose wants to buys a **wall**.

T: No, that does not make sense.

T: Rose wants to buy a **ball**.

T: Yes, Rose wants to buy a ball.

T: I write ball in the sentence.

Cross out the word ball. Write ball in the first sentence.

Writing Homework - (Homework Book 1 page 28)

T: As homework, you will choose a word to fill in these sentences from the story.

T: Write these sentences in your exercise book. At home, choose the word to fill in the blank. Then read them to someone.

home big bus

1. Mother takes Rose _____.

2. The bike is too _____.



Week 3 Day 5

Travel Revision

Read the sounds. Read the words.

★ ball	fell	will	full
car	bar	scar	far
rip	lip	rake	lake

1. I will ride in the car. 2. He fell and got a scar.

Rose Has a scar



Rose has a scar on her leg. She is sad. Mat sees Rose and asks, "What did you do?" Rose says, "I rode the bike to the road. But then my cat ran in front of the bike. I hit the cat and I fell. That is why I have a scar on my leg." "Oh," says Mat. "That is not fun."

15

Word Reading and Assessment

Now we are going to practise reading the words we learned this week.

Write the following on your chalkboard.

- Row 1: ball fell will full
Row 2: car bar scar far
Row 3: rip lip rake lake
Row 4: I will ride in the car.
Row 5: He fell and got a scar.

I do:

Put your finger under the first letter of the first word in Row 1. Point to each letter, and then sweep your finger under it,

T: **Watch me.** Say each sound in the word then say the whole word: /b//ool/. ball

Repeat this for all words in Row 1.

We do:

T: Put your finger under the first letter of the first word in Row 1. Point to each letter, and then sweep your finger under it

T: **Let's do it together.** Say each sound in the word, then say the whole word:

T & L: /b//ool/ ball

Repeat this for all words in Row 1.

You do

T: **Now you try it.** Put your finger under the first letter of the first word in Row 1.

T: **This word is...**

L: ball.

Repeat this for all words in Row 1.

Repeat steps 1-3 with rows 2-3.

I do

T: Point to Row 4. Let me read this sentence to you.

T: Put your finger under each word as you read the sentence. **I will ride in the car.**

We do

T: Point to Row 4. Let's do it together.

T & L: Put your finger under each word as you read the sentence with the pupils. **I will ride in the car.**

You do

T: Point to Row 4. **Now you try it.**

T: Put your finger under each word as the pupils read.

L: **I will ride in the car.**

Repeat steps 4-6 with row 5.

T: **Let's answer some questions about the words on the board.**

T: **Who can come and point to a word that means something is not near?**

L: Pupil comes to board and points to far.

T: **Who can come and point to a word that means a part of the body?**

L: Pupil comes to board and points to lip.

T: **Who can come and point to a word that means something you play with?**

L: Pupil comes to board and points to ball.

T: **Now we will read the words we learned this week. Open your books on 15. Remember to say the sounds first. Then say the whole word.**

Vocabulary

Before we read our story we are going to talk about some new words and what the story is about.

Put the word **rode** on the board/pocket chart. Sweep your finger under the letters of the word and say,

T: **The word is rode.** Read 2 times slowly while sweeping finger under the word.

T: **How many of you know what the word rode means?**

T: **We use the word rode to talk about taking a ride.**

T: I rode a matatu. I rode a bus. I rode an ox-cart.

T: **What is the word?**

T & L: rode

T: Your turn. Talk to your partner. Ask him or her what she/he rode?

T: **Who can tell me what your partner rode?**

Repeat step 1 and 2 using the following words:

Hit (I hit the ball with the bat. Show gesture.)

Fell (Pretend to fall down. The teacher just fell.)

Week 3 Day 5

Travel Revision

Read the sounds. Read the words.

★ ball	fell	will	full
car	bar	scar	far
rip	lip	rake	lake

1. I will ride in the car.
2. He fell and got a scar.

Rose Has a scar



Rose has a scar on her leg. She is sad. Mat sees Rose and asks, "What did you do?" Rose says, "I rode the bike to the road. But then my cat ran in front of the bike. I hit the cat and I fell. That is why I have a scar on my leg." "Oh," says Mat. "That is not fun."

15

Get Ready to Read

T: Open your book on page 15. Let's look at the story we are going to read. The story is called **Rose has a Scar**.

T: **This story is about a girl who hurt has a scar. Have you ever had a scar? How did you get it?**

T: *Let 3-4 pupils answer.*

T: **Put your finger on the title. Let's read the title together.**

T & L: Title

T: **What can you see in the picture?**

Let 3-4 pupils answer.

T: **Close your books. Make a guess. Turn to your partner and tell them one thing you think will happen in the story.**

Time to Read

You do

T: Now open your books again. You are going to read the story to see if your prediction came true.

T: You are going to read the story silently by yourself.

L: *Read story*

Checking Our Prediction

T: Tell your partner whether your guess came true.

Call on 2-3 pairs to share their guess and whether it was true.

Questions

I do

Let us practise answering questions to see if we understood what we read.

T: *Write this question on the board:*

What happens after the cat runs in front of the bike? *Read question to pupils.*

T: **I go back to the story and look for the answer.**

T: **Oh, I found the answer in the story. It is here.**

T: *Put your finger on it. Let me read it for you.*

T: **I hit the cat and I fell.**

We do

T: *Write this question on the board: What happens after the cat runs in front of the bike?*

Read question to pupils.

T: **Let us see if the answer is in the story.**

T: & L: *Look for the answer in the story.*

T: **Is the answer in the story? If it is, we show 'thumbs up', if it is not, we show 'thumbs down'.**

T & L: *Thumbs up.*

T: **The answer is in the story.**

T: **The answer is here.**

T: **Let us read the answer together.**

T + L: **I hit the cat and I fell.**

T: *Write this question on the board: Did the cat get hurt?*

Read question to pupils.

T: **Let us go back to the story and look for the answer.**

T: **Is the answer in the story?**

L: *No/thumbs down*

T: **The answer is not in the text.**

T: *You need to think about what happened to the cat.*

Let 3-4 pupils give answers.

T: **Who can answer the question?**

L: *Respond*

T: *Give feedback.*

You do

Write: **Why does Rose have a scar on her leg?**

Read question to pupils.

T: **Work in pairs to look for the answer in the story.**

T: **Is the answer in the story?**

L: *Yes/thumbs up*

T: **Read the answer to your partner.**

T: *Give feedback. I hit the cat and fell. That is why I have a scar on my leg.*

T: *Write this question on the board: Does Mat like Rose?*

T: **Look for the answer in the story.**

T: **Is the answer in the story?**

L: *No/thumbs down*

T: **The answer is not in the story. Think about how Mat talks to Rose. Tell the answer to your partner.**

Week 3 Day 5

Travel
Revision

Read the sounds. Read the words.

★ ball	fell	will	full
car	bar	scar	far
rip	lip	rake	lake

1. I will ride in the car.
2. He fell and got a scar.

Rose Has a scar



Rose has a scar on her leg.
She is sad.
Mat sees Rose and asks, "What did you do?"
Rose says. "I rode the bike to the road. But then my cat ran in front of the bike. I hit the cat and I fell.
That is why I have a scar on my leg."
"Oh," says Mat.
"That is not fun."

15

Classwork Writing

Now we are going to practise writing words from memory. I will then give you homework.

T: Today we are going to practise writing six words we learned this week: I will say a word and you will write it neatly and correctly.

T: I will say the first word. Then I will write it on the board. Late.

T: I have to listen to the sounds and remember how to write the letters.

T: Now, let's do it together. I will say the word twice then we will write it. You will write in your exercise book. I will write in my book too.

T: The first word is late. The word is late. Let us write.

T: & L: Write the word.

Writing Homework - (Homework Book 1 page 30)

Now I will say the other words of the week. You will write them in your exercise book: 2) lip 3) ride 4) ball 5) far 6) wall

Give your exercise book to your partner and correct their writing.

Write the words on the board and go through them one by one to help the children to mark their partners writing.

Then correct the test yourself and give the child a mark.

T: Now you will write some sentences using the words of the week. Write the sentences on the board for the pupils to copy.

1. She will ride far.
2. I play with a ball.

Make sure to read them to someone at home.

Week 4 Days 1 and 2

Environment

Word Study

Read the letter sounds.

■ S s

Read the sounds. Read the words.

● sh i p t o y b o y sw i m

ship toy boy swim

sh i p s t o y s b o y s sw i m s

ships toys boys swims

lake rake rate lobe

lakes rakes rates lobes

16

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the end of the word. Pupils put thumbs down, if the word does not have the sound.

I/We do: /s/. mats, mat

You do: mats, mat, rope, balls, pipe, rakes

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. **Add the letter 's' to the end of the word.** Say each sound in the new word. Blend the sounds. Say the new word

I/We do: /sh//i//p/. ship. /sh//i//p//s/. ships, lake/lakes

You do: /sh//i//p/. ship. /sh//i//p//s/. ships, lake/lakes, boy/boys, swim/swims

Pupil Book: Have pupils read words to their partner on page 16.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils can not define, show /demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red in the story.

Words: smell, soil, sick

Get Ready to Read

Open your book to page 17. Read the title together.

Say: This story is about water that smells bad. Have you ever found water that smells bad?

We do: Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: Who are near the lake?

We do: Who are near the lake? Does Sam want to swim?

You do: What is Sam doing? Why does the water smell bad?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil Book: chin, drum, green, chins, drag, grass, ring, drive, grain, rings, drop

Writing Homework - (Homework Book 1 page 32)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 4 Days 1 and 2

Environment

Reading



Bad smell at the lake

Sam and Mat are near the lake. Sam plays with toys in the sand. Mat has no toy. He wants to swim. Sam says, "The water smells bad and the soil is also grey." Then father comes and smells the bad water. He sees the grey soil. He says, "Boys, the water is bad. Do not swim in it today. It will make you sick."

17

Week 4 Days 1 and 2

Environment

Word Study

Read the letter sounds.

■ S s

Read the sounds. Read the words.

● sh i p t o y b o y sw i m

ship toy boy swim

sh i p s t o y s b o y s sw i m s

ships toys boys swims

lake rake rate lobe

lakes rakes rates lobes

16

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /sh//i//p//s/. ships

You do: /sh//i//p//s/. ships, boys, lakes, kites, swims

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Add the letter 's'. Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /sw//i//m/. swim. /sw//i//m//s/. swims

You do: boy/boys, soil/soils, say/says, wall/walls, toy/toys

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence.

Words: sick, soil, smells

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Pupils read to their partner.

Questions

I do: What happens at the beginning of story?

We do: What happens in the middle of the story?

You do: What happens at the end of the story?

Writing Classwork

Write words on the board. Pupils puts the words in order to make a sentence.

1. water bad The smells.
2. good water The smells.
3. water nice smells The.
4. good cat The smells.
5. milk bad smells The.

Writing Homework - (Homework Book 1 page 34)

Say: Every sentence starts with a capital letter. Correct these sentences by putting a capital letter at the start.

1. the water smells bad.
2. mat has no toy.
3. it will make you sick.
4. the water smells good.
5. he wants to swim.

Week 4 Days 1 and 2

Environment

Reading



Bad smell at the lake

Sam and Mat are near the lake. Sam plays with toys in the sand. Mat has no toy. He wants to swim. Sam says, "The water smells bad and the soil is also grey." Then father comes and smells the bad water. He sees the grey soil. He says, "Boys, the water is bad. Do not swim in it today. It will make you sick."

17

Week 4 Days 3 and 4

Environment

Word Study

Read the letter sounds.

■ gr~ dr~

Read the sounds. Read the words.

● gr ee n dr a g

green drag

gr a ss dr y

grass dry

gr a m dr ea m

gram dream

gr ee t dr i p

greet drip

18

Thumbs Up/Down

Oral Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word. Pupils put thumbs down if they do not hear the sound.

I/We do: /gr/. Green, star

You do: green, gram, star, grass, shout

Repeat I/We/You do with /dr/ drum, dream, greet, drag, clean.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /gr//a//s/. grass. /gr//il//n/. green

You do: grass, green, drag, dry

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red in the story.

Words: sweeps, shouts, start

Get Ready to Read

Oral: Read the title together.

Say: This reading is about a boy who sweeps grass into a bin.

Have you ever swept grass? What was it like? What can you see in the picture? Tell your partner one thing you think will happen in the story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads aloud.

Say: Before you read, you told your partner what you thought would happen in the story. Did you get it right? Why or why not?

Questions

I do: What colour is the pig?

We do: what colour is the pig? Does Sam like his work?

You do: Why does Sam have to start again? Is Sam happy with the pig?

Writing Classwork

Choose a word to fill in the dash.

drags green grass sweep pink

1. Sam helps mother _____ .
2. The pig _____ the bin
3. He puts _____ in the bin.
4. The big pig is _____ .
5. Grass is _____ .

Writing Homework - (Homework Book 1 page 36)

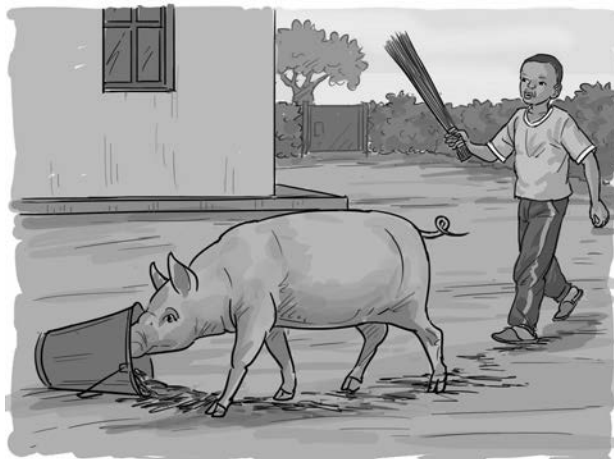
Pupils make words by filling a letter in the dash.

1. dr__m
2. gree__
3. dr__g
4. gr__ss
5. dr__p

Week 4 Days 3 and 4

Environment

Reading



Sam and the pig

Sam helps Mother clean.

He sweeps the dry grass.

He is good at sweeping.

He puts the grass in a green bin.

Then the big pink pig gets out of the shed.

It puts its head into the green bin.

Sam shouts, "Stop!"

But the pig drags the green bin to the tree.

The grass falls out.

Now Sam has to start again.

19

Date: _____

Duration: _____

Roll: _____

Week 4 Days 3 and 4

Environment

Word Study

Read the letter sounds.

■ gr~ dr~

Read the sounds. Read the words.

● gr ee n dr a g

green drag

gr a ss dr y

grass dry

gr a m dr ea m

gram dream

gr ee t dr i p

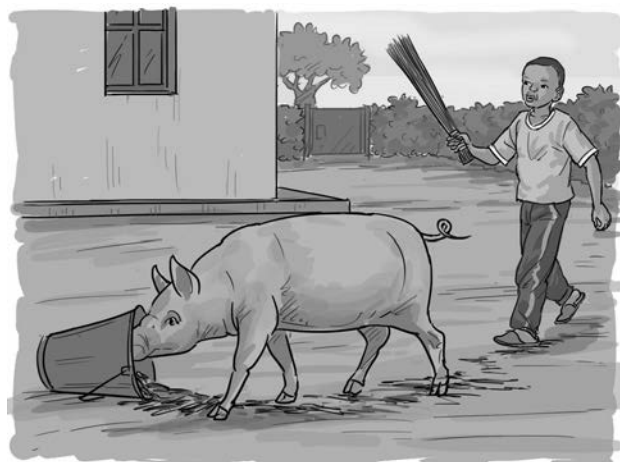
greet drip

18

Week 4 Days 3 and 4

Environment

Reading



Sam and the pig

Sam helps Mother clean.
He sweeps the dry grass.
He is good at sweeping.
He puts the grass in a green bin.
Then the big pink pig gets out of the shed.
It puts its head into the green bin.
Sam shouts, "Stop!"
But the pig drags the green bin to the tree.
The grass falls out.
Now Sam has to start again.

19

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /gr//ii//n. green. /gr//a//s/. grass

We/You do: /gr//ii//n. green. /gr//a//s/. grass drag, dry, lakes

Word Blending Silently

Pocket Chart: Read sounds silently, while nodding head for each sound. Sweep finger under each letter while reading word.

I/We do: /dr//a//g/. drag. /dr//i//p/. drip

You do: drag, drip, green, grass, shed, falls

Vocabulary

Blackboard: Say the word. Review the meaning. Ask pupils to use the word in a sentence.

Words: start, shouts, sweep

Pupil Reading

I do: Teacher reads.

We do: Class reads.

You do: Pupils read the story to their partners, taking turns.

! Read with expression

Read the sentence with expression. Ask pupils to read with expression.

I/We/You do: Say: The pig is taking Sam's grass. Sam is angry. Listen to me read the sentence from the story to sound angry. Sam shouts, "Stop!"

Grammar

Say: in our story, Sam is good at sweeping. We use good at to talk about the things we do very well. We could say, "Sara is good at running," or "Brenda is good at reading".

We do: Make sentences with the children that talk about their what they are good at _____ is good at _____

You do: Have children ask their partners about what they are good at. Have the children tell the class about what their partners are good at _____ is good at _____

Writing Classwork

Pupils write their own sentences using the following words.

green grass drag drop greet

Writing Homework - (Homework Book 1 page 38)

Pupils use letters from the box to make five words.

dr	ee	ss
a	gr	n
g	p	o

Week 4 Day 5

Environment

Revision

Read the sounds. Read the words.

★ chin	chins	ring	rings
drum	drag	drive	drop
green	grass	grain	greet

1. The green grass will be cut. 2. I will drive to greet him.

Pat and the big dogs

Pat says, "Today, I will sell my grain."

She puts the grain in two grey bags.

She walks to the shops.

Then she sees two big dogs.

She runs.

The grey bags fall.

The grain falls out.

Pat cries.

Then she sees

Peter.

He helps her.

Then they walk to

the shops to sell

the grain.



20

★ Word Reading and Assessment

Write the words on the blackboard as they appear in the pupil book.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each line.

I/We/You do: Read each sentence. Repeat for each line.

Ask: Who can come and point to a word that means:

-colour?

-green plant on the ground?

🧠 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use each word in a sentence.

Words: grey, sell, grain

📖 Get Ready to Read

Read the title together.

Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen in the story. What happened in the story? Were you correct?

💎 Questions

I do: How many bags does Pat put grain in?

We do: How many bags does Pat put grain in? Does Pat fear dogs?

You do: Why does Pat cry? Is Peter Pat's friend?

✍️ Writing Classwork

Pupils complete a dictation with the following words: **Pupil Book:** chin, drum, green, chins, drag, grass, ring, drive, grain, rings, drop, greet

📖 Writing Homework - (Homework Book 1 page 40)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

Before the pupils make predictions, ensure that they talk about what they can see in the picture in the story.

Week 5 Days 1 and 2 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -nk	-nd	-nt
● s a nk sank	s e nd send	s e nt sent
b a nk bank	b e nd bend	b e nt bent
p i nk pink	s a nd sand	w a nt want
dr i nk drink	b a nd band	
	h a nd hand	
	st a nd stand	

21

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the end of the word. Pupils put a thumbs down if they do not hear the sound at the end of the word.

I/We do: /nk/. sank. hand

You do: /nk/. sank, hand, sent, thank, fish

Repeat with: /nd/. band, pant, send

/nt/ sink, sand, sent

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the last letter. Add a new letter. Say each sound in the word. Blend the sounds. Say the word

I/We do: /s//e//nd/. send. /s/e//nt/. sent

You do: bend/bent, sank/sand, bank/band.

Pupil Book: Have pupils say the sounds, then read the words to their partner on page 21.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use each word in a sentence. Pupils find the word in red in the story.

Words: hair, dress, play

Get Ready to Read

We do: Open your book to page 22. Read the title together.

Say: This story is about a baby that plays in the sand. Have you ever seen a baby play in the sand?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads alone.

Say: You told your partner what you thought would happen in this story. What happened in the story? Was your guess correct?

Questions

I do: What is Baby Sara doing at the beginning of the story?

We do: Does Baby Sara like sand?

You do: What does Frank put on Baby Sara? Who is Frank?

Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise Book: stand, sank, spit, hand, spin, drink, bend, still, bent, star

Writing Homework - (Homework Book 1 page 42)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 5 Days 1 and 2 Health and hygiene

Reading



Baby Sara and the sand

Baby Sara wants to play in the sand.
She puts sand in her hands.
She puts sand on her legs.
She puts sand on her hair.
She is very happy.
Then Frank sees her.
He says, "Baby Sara, you are dirty!"
He gives her a bath.
He puts a clean pink dress on her.

22

Week 5 Days 1 and 2 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -nk	-nd	-nt
● s a nk sank	s e nd send	s e nt sent
b a nk bank	b e nd bend	b e nt bent
p i nk pink	s a nd sand	w a nt want
dr i nk drink	b a nd band	
	h a nd hand	
	st a nd stand	

21

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /p//i//nk/. pink. /f//i//nd/. find

We/You do: pink, find, wants, drink, chip

■ Naming Letters and Sounds

Put the letter on the pocket chart/blackboard. Name the letters. Name the sound.

I/We/You do: Say: These letters are 'n' and 'd'. Together, they make the sound /nd/. Repeat for 'n' and 'k'. /nk/. 'n' and 't'. /nt/. 'w' and 'h'. /wh/

You do: Say each sound and have the children write the letter pairs in their exercise book.

● Word Blending

Pocket Chart: Write words. Say sounds. Blend sounds. Sweep finger under each letter while reading word.

I/We do: /s//a//nd/. sand. /p//i//nk/. pink.

You do: sand, pink, hand, want, drink, bath.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use in the word in a sentence. Ask children to find the word in red in the story.

Words: dress, hair, play.

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💡 Questions

I do: What happened at the beginning of the story?

We do: What happened in the middle of the story?

You do: What happened at the end of the story?

✍️ Writing Classwork

Write words on the board. Pupils make correct sentences

- puts in hands She her sand
- puts in she hair sand her
- puts hair in She sand her
- puts in hands sand he his
- in puts hair He sand his

✍️ Writing Homework - (Homework Book 1 page 44)

Pupils correct the sentences by adding a capital letter to the beginning of each sentence.

- baby wants to play in the sand.
- she puts sand in her hands.
- she puts sand on her legs.
- she puts sand on her hair.
- she is very happy.

Week 5 Days 1 and 2 Health and hygiene

Reading



Baby Sara and the sand

Baby Sara wants to play in the sand.

She puts sand in her hands.

She puts sand on her legs.

She puts sand on her hair.

She is very happy.

Then Frank sees her.

He says, "Baby Sara, you are dirty!"

He gives her a bath.

He puts a clean pink dress on her.

22

Week 5 Days 3 and 4 Health and hygiene

Word Study

Read the letter sounds.

■ st- sp-

Read the sounds. Read the words.

● st e p sp o t

step spot

st o p sp i t

stop spit

st a r sp i n

star spin

st a nd

stand

st ill

still

23

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word. Pupils put thumbs down if they do not hear the sound at the beginning of the word

I/We do: /sp/. spit, still

You do: /sp/. spit, still, spider, spin

/st/. step, drum, star.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /sp//i//t/. spit. /st//i//l/. still

You do: /sp/: spider, spin

/st/: step, drum, star

Say: Look at how 'sp' makes a /sp/ sound.

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//e//p/. step, /st//o//p/. stop, /st//aa/. star

You do: step, stop, star

Say: Look at how 'st' makes a /st/ sound.

Pupil Book: Have pupils read words to their partner on page 23.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story.

Words: spider, opens, mouth

Get Ready to Read

I/We do: Read the title together.

Say: This reading is about a girl who opens her mouth to show her teeth. What could happen?

What can you see in the picture? Tell your partner one thing you think will happen in this story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Pupils read to partner.

Say: Before your read, you told your partner what you thought would happen in the story. Did you get it right? Why or why not?

Questions

I do: Who asks Esther to open her mouth?

We do: Who asks Esther to open her mouth? Why does Sam want to see Esther's teeth?

You do: How does Esther get the spider out of her mouth? Does Esther brush her teeth?

Writing Classwork

Use the letters and word ending **'ill'** to make words

st sp b f h

Writing Homework - (Homework Book 1 page 46)

Pupils use letters and word ending **'ar'** to make words

st sp b f c

Week 5 Days 3 and 4 Health and hygiene

Reading



Esther and the spider

Esther says to Sam: "Do you wash your face every day?"

Sam says: "Yes, I also brush my teeth every day."

Sam says, "Let me see your teeth."

Esther opens her mouth.

Sam looks into it.

Her teeth are very clean.

Then a small spider falls into Esther's mouth.

She spits, and spits, and spits until the spider is out.

24

Week 5 Days 3 and 4 Health and hygiene

Word Study

Read the letter sounds.

st- sp-

Read the sounds. Read the words.

st e p sp o t
step spot

st o p sp i t
stop spit

st a r sp i n
star spin

st a nd
stand

st ill
still

23

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//or//m/. storm, /sp//ii//k/. speak

You do: storm, speak stare, spear, spider, green

Word Blending

Pocket Chart: Write words. Say each sound. Blend the sounds.

Sweep finger under each letter while reading word.

I/We do: /sp//i//t/. spit. /sp//i//n/. spin

You do: /sp//i//t/. spit, /sp//i//n/, spin /st/, star, step, stand, still /dr/ - drag

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: opens, spider, mouth

Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read the story to their partners, taking turns.

Pupil Book: Teacher reads story with pupils.

Grammar

Say: In our reading, it says "Esther's teeth are very clean". We use the word clean to talk about teeth. We could say, "Esther's teeth are white," or "Esther's teeth are little".

We do: Make sentences with the children that talk about their hair. _____'s hair is _____

You do: Have children ask their partners about their hair. Have the children tell the class about their partner's hair.

_____ has _____ hair.

Writing Classwork

Pupils write their own sentences using the following words.

spit, hand, drink, star

Writing Homework - (Homework Book 1 page 48)

Pupils use words to fill in the blanks.

spits opens teeth spider face

1. Esther _____ her mouth.
2. Her _____ are very clean.
3. Esther _____ the spider out.
4. A _____ has eight legs.
5. Do you wash your _____?

24

Week 5 Days 3 and 4 Health and hygiene

Reading



Esther and the spider

Esther says to Sam: "Do you wash your face every day?"

Sam says: "Yes, I also brush my teeth every day."

Sam says, "Let me see your teeth."

Esther opens her mouth.

Sam looks into it.

Her teeth are very clean.

Then a small spider falls into Esther's mouth.

She spits, and spits, and spits until the spider is out.

Week 5 Day 5

Health and hygiene

Revision

Read the sounds. Read the words.

★ stand	hand	drink	sink
sank	sand	bend	bent
spit	spin	still	star

1. Do not spit on my hand.
2. The big pink pig sank in the sand.

Baby Sarah takes a bath

Baby Sarah sits on a mat.
Then she sees a basin with water.
She wants to take a bath.
She gets in the basin.
She has her shoes on.
She has her shirt on.
She has her shorts on.
Baby Sarah takes a bath with her clothes on.
Then, Esther sees baby Sarah.
“Baby Sarah,” she says,
“Why do you bathe with clothes on?”



25

★ Word Reading and Assessment

Write the words and sentences on the board as they appear in the pupil book.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each line.

I/We/You do: Read each sentence. Repeat for each line.

Ask: Who can come and point to a word that means:

-a part of the body?

- something in the sky?

🗨️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 25.

Words: why, bathe, clothes

📖 Get Ready to Read

I/We do: Read the title together.

Say: This story is about a girl who takes a bath. Do you take baths? What is it like? What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

💡 Questions

I do: What does Baby Sara see?

We do: What does Baby Sara see? Does Baby Sara like water?

You do: What does Esther ask Baby Sara?

✍️ Writing Classwork

Pupils complete a dictation with the following words: **stand, sank, spit, hand, spin, drink, bend, still, bent, star**

📖 Writing Homework - (Homework Book 1 page 50)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

When you teach vocabulary, you can code switch to ensure pupils understand the meaning.

Week 6 Days 1 and 2

Food Reading

Practise reading the letter sounds.

■ -st -sp -sk

Read the sounds. Read the words.

● l a st last	w a sp wasp	a sk ask
f a st fast	cl a sp clasp	m a sk mask
b e st best	gr a sp grasp	t a sk task
n e st nest		fl a sk flask
m u st must		d i sk disk
		d e sk desk

26

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound at the end of the word. Pupils put a thumbs down, if they do not hear the sound at the end of the word.

I/We do: /st/. last, ask, best

You do: /st/. last, ask, best

/sk/. mask, desk, mast

/sp/ grasp, wasp, grass

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//a//st/. fast. /m/a//sk/. mask

You do: /f//a//st/. fast. /m/a//sk/. mask /fl//a//sk/. flask

/gr//a//sp/. grasp /s//e//nd/. send

Pupil Book: Have pupils read words to their partner on page 26.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story.

Words: gone, milk, mask

Get Ready to Read

We do: Open your book to page 27. Read the title together.

Say: This story is about a girl who drinks milk. Do you drink milk? What happens when you drink milk?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Pupils read to partners.

Say: You told your partner what you thought would happen in this story. What happened in the story? Was your guess correct?

Questions

I do: Where is the tea?

We do: Where is the tea? Why are Peter and Mary hungry?

You do: How does Mary remove the milk mask? How does Mary feel after she drank her milk?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil Book: fast, wasp, meat, beans, peas, mask, flask, best, clasp, must

Writing Homework - (Homework Book 1 page 52)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 6 Days 1 and 2

Food Revision



The milk mask

Peter and Mary are hungry. There is tea in the flask, but there is also milk. "Can I have some milk, Mother?" Mary asks. Mother gives her some milk. Mary drinks her milk and when she looks up she has milk on her face. It looks like a milk mask. "You look like a man!" Peter says. Then Mary licks her lips. Gone is the mask.

27

Week 6 Days 1 and 2

Food Reading

Practise reading the letter sounds.

-st	-sp	-sk
l a st last	w a sp wasp	a sk ask
f a st fast	cl a sp clasp	m a sk mask
b e st best	gr a sp grasp	t a sk task
n e st nest		fl a sk flask
m u st must		d i sk disk
		d e sk desk

26

Week 6 Days 1 and 2

Food Revision



The milk mask

Peter and Mary are hungry. There is tea in the flask, but there is also milk. "Can I have some milk, Mother?" Mary asks. Mother gives her some milk. Mary drinks her milk and when she looks up she has milk on her face. It looks like a milk mask. "You look like a man!" Peter says. Then Mary licks her lips. Gone is the mask.

27

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /n//e//st/. nest

We/You do: /n//e//st/. nest /d//i//sk/. disk /cl//a//sp/. clasp
/dr//i//nk/. drink

Naming Letters and Sounds

Write the letter pair on the board.

Say: This is the letter 's' and the letter 'p'. Together they make the sound /sp/.

Repeat with 's' and 't'. /st/. 's' and 'k'. /sk/. 'n' and 'k'. /nk/

Word Blending

Pocket Chart: Write words. Sweep finger under each letter while reading word.

I/ We do: /m//u//st/. must

You do: /m//u//st/. must /t//a//sk/. task /w//a//sp/. wasp
/p//i//nk/. pink

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask children to find the word in red in the story.

Words: milk, mask, gone

Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read to their partner.

Read with expression

Read the sentence with expression. Ask pupils to read with expression.

I/We/You do: In our story, Mary asked for some milk. She asked a question, "Can I have some milk, mother?" Did you hear how I raised my voice when I asked a question. You try. Ask, "Can I have some milk, mother?"

Questions

I do: What happened at the beginning of the story?

We do: What happened in the middle of the story?

You do: What happened at the end of the story?

Writing Classwork

Write words on the board. Pupils make correct sentences

- a look man You like
- look girl a You like
- look a you boy like
- look a woman like you

Writing Homework - (Homework Book 1 page 54)

Pupils use the words to make sentences. Pupils read the sentences to someone at home.

mask meat peas wasp beans

Week 6 Days 3 and 4

Food Reading

Read the letter sounds.

■ ea

Read the sounds. Read the words.

● b ea d m ea t p ea s s ea

bead meat peas sea

b ea n s ea t s ea m r ea m

bean seat seam ream

st ea m sp ea k h ea t ch ea t

steam speak heat cheat

dr ea m b ea t t ea m r ea d

dream beat team read

28

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound in the middle of the word. Pupils put a thumb down, if they do not hear the sound in the middle of the word.

I/We do: /ii/. bean, spit

You do: /ii/. bean, spit, seam, spin, sea, seal, sings

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /b//ii//d/. bead.

You do: /b//ii//d/. bead. /m//ii//t/. meat /s//ii//t/. seat /p//ii//s/. peas.

Say: Look at how the letters 'ea' in a word makes a /ii/ sound.

Pupil Book: Have pupils read words to their partner on page 28.

Vocabulary

Blackboard: Say the word. Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find words in red in the story.

Words: seat, cracks, hungry

Get Ready to Read

I/We do: Read the title together.

Say: This reading is about a boy who eats and eats. Can you think of a time when you ate a lot? What can you see in the picture? Tell your partner one thing you think will happen in this story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads aloud.

Say: Before your read, you told your partner what you thought would happen in the story. Did you get it right? Why or why not?

Questions

I do: Does Maina eat fish?

We do: Does Maina eat fish? Why does he take a seat?

You do: Why does Maina feel sick? Why did the seat crack?

Writing Classwork

Write letters and letter pairs. Pupils make words using the letters or letter pairs and word ending 'eam'

's' 'st' 'dr' 't'

Writing Homework - (Homework Book 1 page 56)

Pupils use letters and the word ending 'eat' to make words.

m, s, ch, b, h, n

Week 6 Days 3 and 4

Food Revision



Hungry Maina falls

Maina is very hungry.
He wants to eat, eat and eat.
He eats meat, but not the fish.
He eats beans, but not the peas.
He eats chips, but not the yams.
He eats till he feels sick.
Then he takes a seat.
The seat cracks and Maina falls!

29

Week 6 Days 3 and 4

Food Reading

Read the letter sounds.

■ ea

Read the sounds. Read the words.

● b ea d m ea t p ea s s ea

bead meat peas sea

b ea n s ea t s ea m r ea m

bean seat seam ream

st ea m sp ea k h ea t ch ea t

steam speak heat cheat

dr ea m b ea t t ea m r ea d

dream beat team read

28

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//ii//m/. steam /sp//ii//k/. speak

You do: /st//ii//m/. steam /sp//ii//k/. speak /dr//ii//m/. dream /st//ii//l/. steal

Word Blending Silently

Pocket Chart: Write words. Read sounds silently, while nodding head for each sound. Sweep finger under each letter while reading word.

I/We do: /b//ii//t/. beat.

You do: /b//ii//t/. beat. /h//ii//t/. heat. /t//ii//m/. team. /ch//ii//t/. cheat /r//ii//d/. read.

Say: Look at how the letters 'e' and 'a' make the sound /ii/.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: hungry, seat, cracks

Pupil Reading

Pupil Book: Teacher reads story with pupils.

Grammar

Say: In our reading, it says Maina wants to eat. We use wants to to talk about something someone would like to do. We could say, "Brian wants to play," or "Angela wants to read"

We do: Make sentences with the children that talk about things they want to do. _____ wants to _____

You do: Have children ask their partners about what they want to do. Have the children tell the class about what their partner wants to do.

_____ wants to _____.

Writing Classwork

Pupils use words to fill sentences.

eat meat milk seat fast

1. The _____ cracks.

2. He eats _____.

3. He will _____.

4. She runs _____.

5. I want to drink _____.

Writing Homework - (Homework Book 1 page 58)

Pupils fill in the missing letter.

1. mea_____ 2. bea_____s 3. pea_____ 4. m_____sk 5. fl_____sk

Week 6 Days 3 and 4

Food Revision



Hungry Maina falls

Maina is very hungry.

He wants to eat, eat and eat.

He eats meat, but not the fish.

He eats beans, but not the peas.

He eats chips, but not the yams.

He eats till he feels sick.

Then he takes a seat.

The seat cracks and Maina falls!

29

Week 6 Day 5

Food Revision

Read the sounds. Read the words.

★ eat	seat	beans	dream
fast	must	best	last
wasp	clasp	mask	flask

1. I will eat the beans.
2. The wasp was on the mask.

Mary and the wasp

Mary is playing with her toy mask.
It is a very nice mask.
Now she is hungry.
She wants to eat peas.
But there is a wasp near the peas.
The wasp likes Mary's mask.
Mary does not like a wasp so near.
She runs and runs till the wasp is gone.
She eats all the peas.



30

★ Word Reading and Assessment

Write the words on the board in lines as they are written in the book.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/We/You do: Read each sentence. Repeat for each row.

Ask: Who can come and point to a word that means:

- a place to sit?
- something you can eat?
- an insect?

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story page 30.

Words: wasp, peas, near

📖 Get Ready to Read

I/We do: Read the title together.

Say: This story is about a girl who meets a wasp. Have you ever seen a wasp? What did you do? What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

💎 Questions

I do: What does Mary have?

We do: What does Mary have? Why does Mary not like a wasp so near?

You do: Why does Mary run? Why do you think Mary eats all of the peas at the end of the story?

✍ Writing Classwork

Pupils complete a dictation with the following words: **fast, wasp, meat, beans, peas, mask, flask, best, clasp, must**

📖 Writing Homework - (Homework Book 1 page 60)

Pupils write original sentences with five dictation words of their choice.

Week 7 Days 1 and 2

Parts of the body

Word Study

Practise reading the letter sounds.

■ -ear

Read the sounds. Read the words.

● ear	h ear	d ear	n ear
ear	hear	dear	near
y ear	f ear	sp ear	
year	fear	spear	

✚ Move your finger to connect the sentence with the picture.

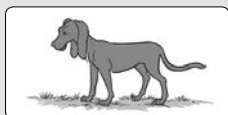
The dog has big ears.



The dog can hear the bird sing.



The dog is near the cat.



31

Week 7 Days 1 and 2

Parts of the body

Reading



A sore ear

Robert has a sore ear.
It hurts.
It makes his eyes hurt too.
He cannot hear well.
Jane says to him, "Oh dear, I had it last year."
His mother looks in his ear.
She sees a little fly in his ear.
She takes it out and puts some oil in his ear.
Robert can hear well now.

32

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound in the middle of the word. Pupils put a thumbs down, if they do not hear the sound in the middle of the word.

I/We do: /ia/. spear, ask

You do: spear, ask, dear, mask, near, hear

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /y//ia/. year, /h//ia/. hear

You do: /y//ia/. year, /h//ia/. hear, /f//ia/. Fear /w//a//sp. wasp, /n//ia/. near.

Pupil Book: Have pupils read words to their partner on page 31.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story.

Words: sore, fly, well

Get Ready to Read

We do: Open your book to page 32. Read the title together.

Say: This story is about a boy who has a sore ear. Have you ever had a sore ear? What did you do?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought would happen in this story. What happened in the story? Was your guess correct?

Questions

I do: Why can't Robert hear well?

We do: Why can't Robert hear well? In the end is Robert happy?

You do: What was in Robert's ear? Can Jane hear well?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil Book: back, duck, sock, check, year, dear, near, hears, well, ball.

Writing Homework - (Homework Book 1 page 62)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 7 Days 1 and 2

Parts of the body

Word Study

Practise reading the letter sounds.

■ -ear

Read the sounds. Read the words.

ear	h ear	d ear	n ear
ear	hear	dear	near
y ear	f ear	sp ear	
year	fear	spear	

✚ Move your finger to connect the sentence with the picture.

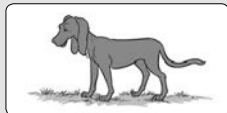
The dog has big ears.



The dog can hear the bird sing.



The dog is near the cat.



31

Week 7 Days 1 and 2

Parts of the body

Reading



A sore ear

Robert has a sore ear.
It hurts.
It makes his eyes hurt too.
He cannot hear well.
Jane says to him, "Oh dear, I had it last year."
His mother looks in his ear.
She sees a little fly in his ear.
She takes it out and puts some oil in his ear.
Robert can hear well now.

32

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /d//ia/. dear

You do: /d//ia/. dear /y//ia/. year, /h//ia/. hear

■ Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: ear. /ia/

Say: The names of these letters are 'e', 'a' and 'r'. Together, they make the sound /ia/.

You do: /ia/.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the **first** letter. Blend the new sounds. Blend the new word.

I/We do: /n//ia/. near.

You do: /n//ia/. near. /d //ia/. dear. /h/ia/. hear.

Pupil Book: Open book to page 31. Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask children to find the word in red in the story.

Words: well, sore, fly

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💡 Questions

I do: What happened at the beginning of the story?

We do: What happened in the middle of the story?

You do: What happened at the end of the story?

✍ Writing Classwork

Write words on the board. Pupils make correct sentences

1.	it	I	year	had	last
2.	I	month	it	had	last
3.	I	it	had	week	last

📖 Writing Homework - (Homework Book 1 page 64)

Pupils correct the sentences. Read to someone at home.

Say: Every sentence starts with a capital letter. Copy these sentences adding a capital letter at the start of each sentence.

- robert has a sore ear.
- it hurts.
- he cannot hear well.
- his mother looks in his ear.
- she takes a fly out of his ear.

Week 7 Days 3 and 4

Parts of the body

Word Study

Read the letter sounds.

■ -ck

Read the sounds. Read the words.

● l u ck	d u ck	n e ck
luck	duck	neck
r o ck	s o ck	c o ck
rock	sock	cock
l o ck	s a ck	p a ck
lock	sack	pack

✚ Solve the riddle using the words above.

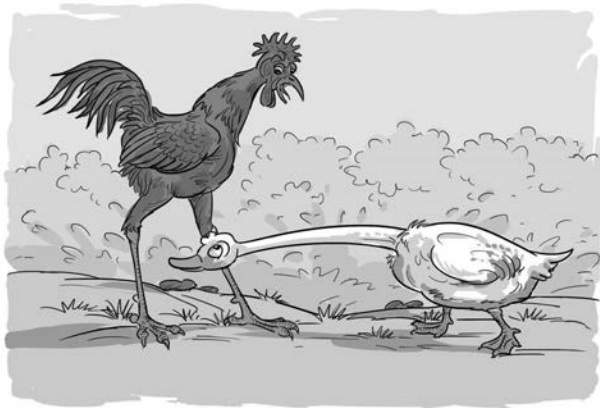
1. I like water. I am a bird. Who am I? _____
2. I hold up your head. Who am I? _____
3. You put me on with a shoe. Who am I? _____
4. You carry grain in me. Who am I? _____

33

Week 7 Days 3 and 4

Parts of the body

Reading



The long neck

Luck the Duck has a long neck.

He met Rock the Cock.

Cock said, "Show me your neck."

"This is my neck," said Duck.

"You have a long neck," Cock said.

"Show me your neck," Duck said.

But Rock the Cock did not have a long neck.

"So what," said Cock and he ran away on his long legs.

34

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound at the end of the word. Pupils put a thumb down, if they do not hear the sound at the end of the word.

I/We do: /k/. luck, ear

You do: luck, ear, neck, cock, wasp

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /d//u//k/. duck. Say: Look at how in this word the ck makes the /k/ sound.

You do: /d//u//k/. duck. /r//o//k/. rock /s//o//k/. sock

/m//a//sk/. /s//i//ng//s/. sings

Pupil Book: Have pupils read words to their partner on page 33.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red in the story.

Words: away, duck, cock

Get Ready to Read

I/We do: Read the title together.

Say: This reading is about a duck and a cock looking at how long their neck is. Do you know animals with long necks?

What can you see in the picture? Tell your partner one thing you think will happen in this story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads aloud.

Say: Before you read, you told your partner what you thought would happen in the story. Did you get it right? Why or why not?

Questions

I do: Who does Luck the Duck meet?

We do: Who does Luck the Duck meet? Does Luck the Duck like Rock and the Cock?

You do: What happens at the end of the story? Why do you think Cock said "So what" and ran away?

Writing Classwork

Write letters and word ending. Say the sound of the word ending: -uck. Make new words.

l, d, s, t, st

Writing Homework - (Homework Book 1 page 66)

Pupils use the letters and the word ending ick to make words.

l, st, th, p, k

Week 7 Days 3 and 4

Parts of the body

Word Study

Read the letter sounds.

■ -ck

Read the sounds. Read the words.

● l u ck	d u ck	n e ck
luck	duck	neck
r o ck	s o ck	c o ck
rock	sock	cock
l o ck	s a ck	p a ck
lock	sack	pack

✚ Solve the riddle using the words above.

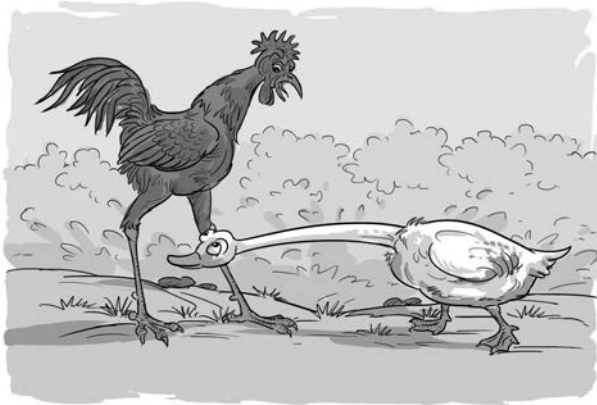
1. I like water. I am a bird. Who am I? _____
2. I hold up your head. Who am I? _____
3. You put me on with a shoe. Who am I? _____
4. You carry grain in me. Who am I? _____

33

Week 7 Days 3 and 4

Parts of the body

Reading



The long neck

Luck the Duck has a long neck.
He met Rock the Cock.
Cock said, "Show me your neck."
"This is my neck," said Duck.
"You have a long neck," Cock said.
"Show me your neck," Duck said.
But Rock the Cock did not have a long neck.
"So what," said Cock and he ran away on his long legs.

34

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /l//o//k/. lock

You do: /l//o//k/. lock /d//u//k/. duck, /r//o//k/. rock
/sp//ii//k/. speak, /dr//i//nk/. drink, /s//a//k/. sack

● Word Blending Silently

Pocket Chart: Silently say sounds, while nodding your head once for each sound. Sweep finger under each letter while reading word. Read word.

I/We do: /l//u//k/. luck

You do: /l//u//k/. luck neck, cock, hand, spit.

Pupil Book: Have pupils read words to their partner on page 33.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 34.

Words: duck, cock, away

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read the story to their partners, taking turns.

🔍 Grammar

Say: In our reading, Duck says, "show me your neck. We use the word show me when we want someone to look at something. We could say, "show me your teeth." or "show me our feet"

We do: Make sentences with children using the word show me.
_____ show me your _____.

You do: Have children ask their partners to show them something. Have the children tell the class about what their partners showed them.

Teacher, show me your _____

✍️ Writing Classwork

Pupils write their own sentences using the following words.

ran neck duck long legs

1. Luck is a _____.
2. Cock _____ away on his long legs.
3. Duck has a _____ neck.
4. Show me your _____.
5. He ran away on his long _____.

📖 Writing Homework - (Homework Book 1 page 68)

Pupils use the words to write their own sentences at home.

back, duck, near, hears, well

Week 7 Day 5

Parts of the body

Word Study

Read the sounds. Read the words.

★ back	duck	cock	neck
ear	dear	near	hear
well	ball	full	still

1. The cock is near the duck.
2. My ear does not hear well.



Puck and the sock

Puck the Duck got a sock. "What is this?" he asked. He put it on his ear, but it did not fit. He put it on his neck, but it did not fit. He put it on his back, but it did not fit. Then he put it on his foot and it fit there! Puck the Duck likes his sock.

35

★ Word Reading and Assessment

Write the words and sentences on the board in lines as they appear in the pupil's book.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/We/You do: Read each sentence. Repeat for each row.

Ask: Who can come and point to a word that means:

-an animal?

-a part of the body?

💡 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Ask the pupils to use the word in a sentence. Pupils find the words in red in the story on page 35.

Words: back, fit, foot

📖 Get Ready to Read

I/We do: Read the title together.

Say: This story is about a duck that is trying on different clothes to see which one fits. Have you ever tried on clothes to see if they fit? What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

💡 Questions

I do: What did Puck get?

We do: What did Puck get? What happens at the end of the story?

You do: Why do you think Puck likes his sock?

✍ Writing Classwork

Pupils complete a dictation with the following words: **back, duck, sock, check, year, dear, near, hears, well, ball.**

📖 Writing Homework - (Homework Book 1 page 70)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

Make sure that the pupils read or listen to you reading while following the story with their finger.

Week 8 Days 1 and 2

School

Revision Week - Word Study

Practise reading the letter sounds.

■ R r L l -all -ar

Read the sounds. Read the words.

● r i p	r o a d	b a l l	f a r
rip	road	ball	far
l i p	l o a d	w a l l	t a r
lip	load	wall	tar

Read the letter sounds.

▲ -s dr- gr-

Read the sounds. Read the words.

★ p l a y	h e l p	d r a g	g r a i n
play	help	drag	grain
p l a y s	h e l p s	d r a g s	g r a i n s
plays	helps	drags	grains

36

Week 8 Days 1 and 2

School

Revision Week - Reading



A shirt for school

Rose sits near the wall. She sees Sam and two boys. They drag big grey bags to the wall. Rose says, "It is too hot to drag big bags like that." Sam says, "We want to sell the dry grass so that I can buy a shirt for school." The boys drag the bag to the road. There they sell the dry grass. Sam buys a shirt for school.

37

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: fall. /f//o//l/

You do: fall. /f//o//l/ lake. /l//ei//k/, robe. /r//o//b/ car. /k//aa/

■ Letter sound knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

Say: The name of this letter is 'l'. It is the small letter 'l'. The sound is /l/. It is the same sound in Kiswahili and English.

I/We do: l. /l/

You do: l. /l/ repeat with r, -ar, -all

Say: The names of these letters are 'a and r'. Together, these letters make the sound /aa/.

● Word Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the first letter in the word. Say the word. Add a new letter. Say the new sounds. Say the new word.

I/We do: /l//i//p/. lip, /r//i//p/. rip

You do: road/load, ball/wall, far/tar.

Pupil Book: Have pupils read words to their partner on page 36.

🗉 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use the words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: drag, bag, shirt

📖 Get Ready to Read

We do: Open your book to page 37. Read the title together.

Say: This story is about a boy who wants to make money to buy a shirt. Have you ever made money to buy something? What was it like?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

📖 Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads alone.

Say: You told your partner what you thought would happen in this story. What happened in the story? Was your guess correct?

◇ Questions

I do: Where is Rose sitting?

We do: Where is Rose sitting? Why does Rose not help the boys with the sack?

You do: What happens at the end of the story? Why does Sam want to buy a shirt for school?

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil Book: late, bites, thank, wasp, stuck, neck, back, sack, rack, near

📖 Writing Homework - (Homework Book 1 page 72)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 8 Days 1 and 2

School

Revision Week - Word Study

Practise reading the letter sounds.

■ R r L l -all -ar

Read the sounds. Read the words.

● r i p	r o a d	b a l l	f a r
rip	road	ball	far
l i p	l o a d	w a l l	t a r
lip	load	wall	tar

Read the letter sounds.

▲ -s dr- gr-

Read the sounds. Read the words.

★ p l a y	h e l p	d r a g	g r a i n
play	help	drag	grain
p l a y s	h e l p s	d r a g s	g r a i n s
plays	helps	drags	grains

36

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: smells. /sm//el//s/

You do: smells. /sm//el//s/ grey. /gr//ai/, grain. /gr//ai//n/, gets. /g//e//t//s/.

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

Say: The names of these letters are 'd' and 'r'. Together they make the sound /dr/

I do/We do/You do: dr. /dr/ gr. /gr/

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add a new letter. Say each sound in the new word. Blend the new sounds. Say the new word.

I/We do: /pl//ei/. play, /pl//ei//s/. plays

You do: help/helps, drag/drags, grain/grains

Pupil Book: Open book to page 36. Have children read words to their partner.

🗉 Vocabulary

Blackboard: Say the word. Review the meaning. Ask the pupils to use the word in a sentence. Ask the pupils to find the word in red in the story.

Words: bags, shirt, drag

📖 Pupil Reading

I do: Teacher reads.

We do: Class reads.

You do: Pupils read to their partner.

◇ Questions

I do: **What happened at the beginning of the story?**

We do: **What happened in the middle of the story?**

You do: **What happened at the end of the story?**

✍ Writing Classwork

Write words on the board. Pupils make correct sentences

1. can a for I buy shirt school.
2. can for I buy socks school.
3. can for buy I a dress school.
4. can for I shoes buy school.
5. can for I buy school shorts.

📖 Writing Homework - (Homework Book 1 page 74)

Pupils write correct sentences by adding a capital letter.

1. rose sits near the wall.
2. the two boys drag big grey bags.
3. the bags are full of grass.
4. the boys will sell the grass.
5. the boys buy new shirts.

Week 8 Days 1 and 2

School

Revision Week - Reading



A shirt for school

Rose sits near the wall. She sees Sam and two boys. They drag big grey bags to the wall. Rose says, "It is too hot to drag big bags like that." Sam says, "We want to sell the dry grass so that I can buy a shirt for school." The boys drag the bag to the road. There they sell the dry grass. Sam buys a shirt for school.

37

Week 8 Days 3 and 4

School
Revision Week - Word Study

Read the sounds. Read the words.

■ -nd -nk -nt

Read the sounds. Read the words.

● h a n d	s t i n k	s p e n t
hand	stink	spent
<hr/>		
s t a n d	p i n k	w e n t
stand	pink	went

Read the sounds. Read the words.

▲ -ea -sk

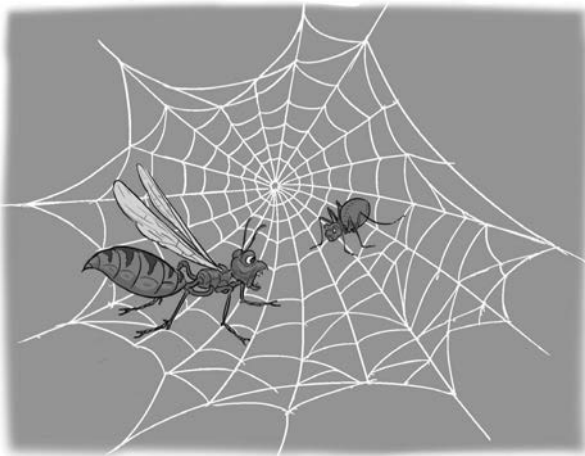
Read the sounds. Read the words.

★ s e a t	b e a t	n e a t
seat	beat	neat
<hr/>		
m a s k	t a s k	f l a s k
mask	task	flask

38

Week 8 Days 3 and 4

School
Revision Week - Reading



Linda and the spider

Linda is at school. The bell has rung. She is in class. The teacher says: "We will read a story today. Linda, sit down." Linda says, "There is a little spider on my seat. It is making a web." A wasp comes, "Zoom!" into the web. The spider is happy. It eats the wasp. Linda is not happy. Do you know why?

39

Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: drink. /dr//i//nk/

You do: drink. /dr//i//nk/ sand. /s//a//nd/, pink. /p//i//nk/, spit. /sp//i//t/, step. /st//e//p/

Letter sound knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

Say: The name of these letters are 'n' and 'd'. The sound of these letters is /nd/.

I/We/You do: 'n' and 'd'. /nd/

Repeat with -nk, -nt, st-, and sp-

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first two letters. Add a new letter. Say each sound in the new word. Blend the new sounds. Say the new word.

I/We do: /st//a//nd/. stand, /h//a//nd/. hand

You do: stink/pink, spent/went, spits/fits.

Pupil Book: Have pupils read words to their partner on page 38.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find words in red from the story.

Words: teacher, web, little

Get Ready to Read

I/We do: Read the title together.

Say: This reading is about a girl who sees a spider and a wasp. Have you ever seen a spider or a wasp? What was it like?

What can you see in the picture? Tell your partner one thing you think will happen in this story.

Pupil Reading

I do: Teacher reads.

We do: Teacher reads with class.

You do: Class reads aloud.

Say: Before you read, you told your partner what you thought would happen in the story. Were you correct? Why or why not?

Questions

I do: Where is Linda?

We do: Where is Linda? Why is Linda not happy?

You do: What happens at the end of the story? Why can't Linda take a seat?

Writing Classwork

Make new words by putting the word part '-ing' with the letters below.

st, k, r, th, s

Writing Homework - (Homework Book 1 page 76)

Make new words by putting the word part: '-and' with the letters below.

St, b, h, l, s

Week 8 Days 3 and 4

School
Revision Week - Word Study

Read the sounds. Read the words.

■ -nd -nk -nt

Read the sounds. Read the words.

● h a nd s t i nk s p e nt
hand stink spent
st a nd p i nk w e nt
stand pink went

Read the sounds. Read the words.

▲ -ea -sk

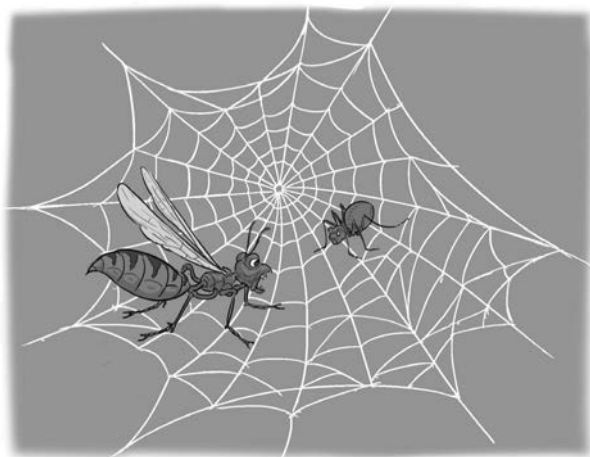
Read the sounds. Read the words.

★ s ea t b ea t n ea t
seat beat neat
m a sk t a sk fl a sk
mask task flask

38

Week 8 Days 3 and 4

School
Revision Week - Reading



Linda and the spider

Linda is at school. The bell has rung. She is in class. The teacher says: "We will read a story today. Linda, sit down." Linda says, "There is a little spider on my seat. It is making a web." A wasp comes, "Zoom!" into the web. The spider is happy. It eats the wasp. Linda is not happy. Do you know why?

39

Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: bean. /b//ii//n/, flask. /fl//a//sk/

You do: meat. /m//ii//t/, wasp. /w//a//sp/ read. /r//ii//d/

Letter sound knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

Say: The name of these letters are 'e' and 'a'. Together they sound, /ii/.

I/We do: 'e' and 'a'. /ii/

You do: '-sp', '-st', '-sk'

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first letter. Add a new letter. Say each sound in the new word. Blend the new sounds. Say the new word.

I/We do: /m//ii//t/. meat, /s//ii//t/. seat

You do: beat/neat, mask/task/flask

Pupil Book: Have pupils read words to their partner on page 38.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: web, teacher, little

Pupil Reading

Pupil Book: Teacher and pupils read the story. Linda and the spider

Read with expression

Say: Linda is hearing a wasp. The wasp is making a sound. Listen to me read the sentence making the sound a wasp makes. But then a wasp comes, "zoom!" into the web. Can you say "zoom" making the sound like a wasp?

Grammar

Say: In our story, Duck says, "Linda sees a little spider". We use the word little to talk about the spider. We could say, "Linda sees a big spider." or "Linda's sees a black spider".

Little, big and black talk about spiders.

We do: Use different words to talk about wasps with the pupils.

_____ saw a _____ wasp.

You do: Have children ask their partners about an insect they have seen.

_____ saw a _____ (insect.)

Writing Classwork

Pupils use the words to fill in the gaps.

little seat wasp school web

- Linda sees a _____.
- Take a _____.
- Linda is at _____.
- I see a _____ spider.
- A spider has a _____.

Writing Homework - (Homework Book 1 page 78)

Pupils fill in the gap to make a word.

- I ___ te
- b ___ tes
- th ___ nk
- w ___ sp
- st ___ ck

Week 8 Day 5

School

Revision Week – Word Study

Read the sounds. Read the words.

★ back	pack	sack	rack
year	dear	near	hear

1. I hear the duck near the school.
2. The pack makes my back sore.

Wasps

Joy and James are at school.
They put stones in a sack for the teacher.
Then James shouts, "Help me! Help me! There are wasps."
He runs to the teacher in tears.
The teacher asks, "Where did the wasps hurt you?"
"Near my ear," says James.
James shows the teacher his neck.
The teacher puts medicine on his neck.



40

Word Reading and Assessment

Write the words and sentences in lines on the board as they are written in the book.

I/We/You do: Read each sentence. Repeat for each row.

Ask: Who can come out and point to word that means:

- a part of the body
- not far

Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story. on page 40.

Words: medicine, hurt, tears

Get Ready to Read

I/We do: Read the title together.

Say: This story is about a boy who gets bitten by wasps. Have you ever been bitten by a wasp? What happened? Tell your partner one thing you think will happen in the story.

Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

Questions

I do: What are Joy and James doing?

We do: What are Joy and James doing? Is the teacher a good person?

You do: What happens at the end of the story? Why did James run to the teacher and not to Joy?

Writing Classwork

Pupils complete a dictation with the following words: **late, bites, thank, wasp, stuck, neck, back, sack, rack, near**

Writing Homework - (Homework Book 1 page 80)

Pupils write original sentences with five dictation words of their choice.

Week 9 Days 1 and 2

The farm

Revision Week - Word Study

Practise reading the letter sounds.

■ -ar__

Read the sounds. Read the words.

● b ar n	f ar m	y ar d	p ar t
barn	farm	yard	part
b ar k	c ar d	d ar k	h ar v e st
bark	card	dark	harvest

✚ Move your finger to connect the sentence with the picture.

1. The dogs are in the barn.



2. The dogs bark in the dark.



3. The dogs play in the yard.



41

Week 9 Days 1 and 2

The farm

Reading



Feeding a cow

The farmer tells me how to feed a cow. First, you get grass from the field. Then you use a cart to take the grass to the shed. Next you cut the grass until it is small. Last, you put the cut grass on the floor of a clean cow shed. The cows will eat the grass. When the cows have fed, you give them water to drink.

42

Thumbs up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound in the middle of the word. Pupils put a thumbs down, if they do not hear the sound in the middle of the word.

I/We do: /a/. farm, form

You do: /aa/. farm, form, words, yard, hears, harvest

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /b//aa//n/. barn

You do: /b//aa//n/. barn /f//aa//m/. farm, /y//aa//d/. yard, /l//u//k/. luck /p//aa//t/. part.

Pupil Book: Have pupils read words to their partner on page 41.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red in the story.

Words: first, fed, cart

Get Ready to Read

We do: Open your book to page 42. Read the title together.

Say: This story is about feeding a cow. Have you ever fed a cow? What did you do?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought would happen in this story. What happened in the story? Was your guess correct?

Questions

I do: Where do you get the grass to feed a cow?

We do: Where do you get the grass to feed a cow? Do you think it takes a long time or a little time to feed a cow?

You do: What do you do after the cows have fed?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil Book: car, barn, farm, glass, flag, shed, harvest, yard, part, dark

Writing Homework - (Homework Book 2 page 2)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 9 Days 1 and 2

The farm

Revision Week - Word Study

Practise reading the letter sounds.

■ -ar__

Read the sounds. Read the words.

● b ar n	f ar m	y ar d	p ar t
barn	farm	yard	part
b ar k	c ar d	d ar k	h ar v e st
bark	card	dark	harvest

✚ Move your finger to connect the sentence with the picture.

1. The dogs are in the barn.



2. The dogs bark in the dark.



3. The dogs play in the yard.



41

Week 9 Days 1 and 2

The farm

Reading



Feeding a cow

The farmer tells me how to feed a cow. First, you get grass from the field. Then you use a cart to take the grass to the shed. Next you cut the grass until it is small. Last, you put the cut grass on the floor of a clean cow shed. The cows will eat the grass. When the cows have fed, you give them water to drink.

42

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /p//aa//t/. part

You do: /p//aa//t/. part /b//aa//k/. bark, h//ia/. hear, /c//aa//t/. cart

Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: 'a' and 'r'. /aa/

You do: 'ar'.

Say: The names of these letters are 'a', and 'r'. The sound is /aa/.

Word Blending Silently

Pocket Chart: Say each sound in the word silently while nodding your head once for each letter. Blend the sounds. Say the word.

I/We do: /f//aa//m/. farm

You do: /f//aa//m/. farm /c//aa//t/. cart, /d//aa//k/. dark, /c//o//k/. cock, /c//aa//d/. card

Pupil Book: Open book to page 41. Have children read words to their partner.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask pupils to find the word in red in the story.

Words: fed, first, cart.

Pupil Reading

Pupil Book: Teacher reads story with pupils.

Questions

I do: When you feed a cow, what do you do first?

We do: When you feed a cow, what do you do next?

You do: When you feed a cow, what do you do last?

Writing Classwork

Write words on the board. Pupils make correct sentences

- The will the grass eat cows.
- The will the goat grass eat.
- The will grass the donkey eat.
- The the will grass pigs eat.
- will The the grass sheep eat.

Writing Homework - (Homework Book 2 page 4)

Pupils correct the sentences by adding a capital letter at the start. Pupils read sentences to someone at home.

- i feed my cow.
- first, I get grass from the field.
- then, I cut the grass small.
- i put the grass in the cow shed.
- the cows will eat the grass.

Week 9 Days 3 and 4

The farm

Word Study

Read the letter sounds.

■ fl- gl-

Read the sounds. Read the words.

● fl oor gl a d
floor glad

fl a g gl a ss
flag glass

fl ow gl ove s
flow gloves

fl a t
flat

fl ie s
flies

43

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound at the beginning of the word. Pupils put a thumb down, if they do not hear the sound at the beginning of the word.

I/We do: /gl/. glass, luck

You do: /gl/. glass, luck, glide, neck.

Repeat with /fl/. floor/cock/flies.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /gl//a//d/. glad.

You do: /gl//a//d/. glad /gl//o//b/. globe, /fl//a//g/. flag, /fl//o/. flow

Say: Look at how in this word the gl makes the /gl/ sound.

Pupil Book: Have pupils read words to their partner on page 43.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: gloves, shed, flies

Get Ready to Read

I/We do: Read the title together.

Say: This reading is about how to clean a cow shed. Have you ever cleaned a cow shed? What did you do?

What can you see in the picture? Tell your partner one thing you think will happen in this story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Say: Before your read, you told your partner what you thought would happen in the story. Were you correct? Why or why not?

Questions

I do: What is the first thing to do when cleaning a cow shed?

We do: What do you do last when you are cleaning a cow shed?

You do: Why do you need work shoes and gloves to clean a cow shed?

Writing Classwork

Pupils write their own sentences using the following words.

shoes sweep grass sack field

1. You put on _____.
2. You get grass from the _____.
3. You use a _____ to take grass to the shed.
4. _____ the floor
5. Put new _____ in the shed.

Writing Homework - (Homework Book 2 page 6)

Pupils correct the sentences by adding capital letters and full stops.

1. you can sweep
2. put grass out for the cows
3. put on gloves
4. you will clean the shed
5. give the cows water

Week 9 Days 3 and 4

The farm

Reading



Cleaning a cow shed

First you put on work shoes and gloves.
You get the cows out of the shed.
Next, you can sweep the floor.
This will get all the dung out.
Spray the shed to kill the flies.
Let the shed dry.
Now, put new grass for the cows.
Last, bring the cows back to the shed.

44

Week 9 Days 3 and 4

The farm Word Study

Read the letter sounds.

■ fl-

gl-

Read the sounds. Read the words.

● fl oor
floor

gl a d
glad

fl a g
flag

gl a ss
glass

fl ow
flow

gl ove s
gloves

fl a t
flat

fl ie s
flies

43

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f/ /l/ /a/ /g/. flag

You do: /f/ /l/ /a/ /g/. flag /g/ /l/ /o/ /b/. globe, /f/ /l/ /a/ /t/. flat
/f/ /l/ /i/ /n/ /g/. fling /b/ /i/ /n/ /s/. beans

● Word Blending Silently

Pocket Chart: Write words. Sweep finger under each letter while reading sounds silently, nodding your head once for each sound. Read the word.

I/We do: /g/ /l/ /u/ /v/ /s/. gloves

You do: /g/ /l/ /u/ /v/ /s/. gloves /f/ /l/ /o/ /r/. floor, /f/ /l/ /a/ /i/ /s/. flies,
/f/ /l/ /a/ /s/ /k/. flask, /p/ /i/ /n/ /k/. pink

Pupil Book: Have pupils read words to their partner on page 43.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 44.

Words: shed, flies, gloves

📖 Pupil Reading

Pupil Book: Teacher reads the story with the pupils.

🗨 Grammar

Say: In our reading, it says, "you can sweep the floor". We use the word can to talk about the things we can do. I could say, "I can read. I can teach. I can do sums".

I/We do: Make sentences about the things we can do

She/He can _____.

You do: Have pupils ask their partners what they can do. Have the pupils tell the class about what their partners told them.

She/He can _____.

✍ Writing Classwork

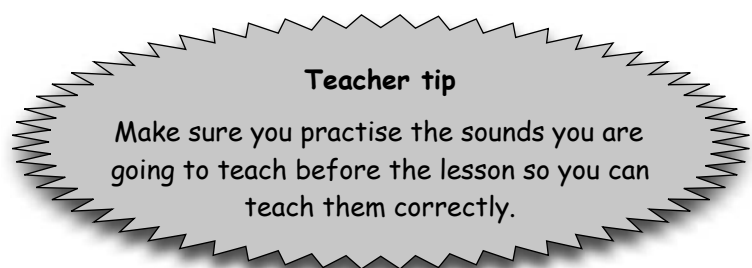
Write the sentences below on the board. **Say:** Look at the picture on page 42. We are going to write a story about the picture. I will give you the first two sentences and you will write the next two sentences.

It is hot. The cow is hungry.

📖 Writing Homework - (Homework Book 2 page 8)

Write your own sentence using each word.

barn, farm, glass, shed, harvest,



Week 9 Days 3 and 4

The farm Reading



Cleaning a cow shed

First you put on work shoes and gloves.
You get the cows out of the shed.
Next, you can sweep the floor.
This will get all the dung out.
Spray the shed to kill the flies.
Let the shed dry.
Now, put new grass for the cows.
Last, bring the cows back to the shed.

44

Week 9 Day 5

The farm

Word Study

Read the sounds. Read the words.

★ cart	farm	farmer
glass	gloves	glad
flag	flow	floor

1. The flag is on the pole.
2. The farmer will give his harvest to you.

From Seed to Food

I like maize.

I asked a farmer how it grows.

The farmer told me the steps.

1. Get the soil in the farm ready.
2. Plant the maize seeds.
3. Weed the maize.
4. Harvest the maize.
5. Bring the maize home.
6. Dry the maize.
7. Store the maize.

Then I can cook my maize!

Do you like maize too?



45

★ Word Reading and Assessment

Write the words and sentences on the board in lines as they are written in the book.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/We/You do: Read each sentence. Repeat for each row.

Ask: Who can come and point to a word that means:

-a person who takes care of animals and plants?

-something you put on your hands?

💡 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 45

Words: harvest, farm, maize

📖 Get Ready to Read

I/We do: Read the title together.

Say: This story is about growing maize. Have you ever helped grow maize? What did you do? Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Were you correct? Why or why not?

💡 Questions

I/ We/ do: What do you do after you plant the maize seeds?

You do: What do you do after the maize is dry? Do you think it takes a long time or a little to grow maize?

✍ Writing Classwork

Pupils complete a dictation with the following words: **car, barn, farm, glass, flag, shed, harvest, yard, part, dark**

📖 Writing Homework - (Homework Book 2 page 10)

Pupils write original sentences with five dictation words of their choice.

Week 10 Days 1 and 2

Clothes Word Study

Practise reading the letter sounds.

■ -er -ir -ur

Read the sounds. Read the words.

● t er m sh ir t t ur n
term shirt turn

h er g ir l s b ur n
her girls burn

d ir t h ur t
dirt hurt

b ir d
bird

sk ir t
skirt

46

Sound Recognition

I Do/We do: Say the sound. Say the word. Pupils show thumbs up if the word has the sound in the middle.

I/We do: /ir/ skirt, last

You do: /ir/ girl, dirt, luck, turn

Naming Letters and Sounds

I/We/You do: Name the letters and the sound. Say: **These letters are i and r. Together they make the sound /ir/.**

Repeat with: ur and er

Say: ir, er, and ur all make the same sound. The sound is /ir/.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I Do/We do: /sh//ir//t/. shirt /b//ur//n/. burn;

You do: /b//ir//d/. bird

/t//ur//n/. turn

/t//er//m/ term

Pupil Book: Have children read words to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 47.

Words: about, brother, shoes

Get Ready to Read

We do: Read the title together.

What can you see in the picture? Tell your partner one thing you will learn in this reading.

Pupil Reading

Pupil Book: Teacher reads. Class reads. Partners read.

Say: You told your partner what you thought you would learn in this reading. What did you learn?

Questions

I Do/We do: Where does the brother sit?

Where does the little brother sit? Why does Joy dress her brother?

You do: Does Joy put on the socks before the shoes? Does Joy like her little brother?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil's Book: term, shirt, girls, dirt, bird, skirt, joy, boy, toy, enjoy

Writing Homework - (Homework Book 2 page 12)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 10 Days 1 and 2

Clothes Reading



Dressing my Brother

Hello, I am Joy.
I am a big girl.
I want to tell you about how I dress my little brother.
I get him to sit on a chair.
First, I help him put on his pair of shorts and his shirt.
Next, I put on his shoes.
And last I help him put on his socks...
Heh?
This is not good.
Can you help me?

47

Week 10 Days 1 and 2

Clothes Word Study

Practise reading the letter sounds.

■ -er -ir -ur

Read the sounds. Read the words.

● t er m sh ir t t ur n
term shirt turn

h er g ir l s b ur n
her girls burn

d ir t h ur t
dirt hurt

b ir d
bird

sk ir t
skirt

46

Oral Blending

Oral: Say each sound in the word. Blend the sounds. Say the word.

I Do/We do: /sh//or//t//s/ shorts

You do: /sh//ir//t/ shirt /t//ur//n/ turn
/t//er//m/ term

Naming Letters and Sounds

I/We/You do: Name the letters. Name the sound. Say, These letters are i and r. Together they make the sound /ir/

Repeat with: ur and er

Say: ir, er, and ur all make the same sound. The sound is /ir/.

You do: Pupils read sounds to their partner on page 46.

Blending

Pocket Chart: Say each sound in the word as you nod your head once for each sound. Blend the sounds. Say the word.

I/We do: /sh//ir//t/. shirt

You do: /sk//ir//t/. skirt /t//er//m/. term

/t//ur//n/. turn /f//ir//m/. firm. /sh//oo//t//s/. shorts

Pupil Book: Have children read words to their partner.

Vocabulary

Blackboard: Write the word. Say the word while sweeping finger. Review the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story on page 47.

Words: brother, shoes, about

Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read silently.

Questions

I Do/We do: What does the sister put on her brother first?

We do: What does the sister put on her brother next?

You do: What does the sister put on her brother last?

Say: Something is not right here. What do you think is wrong?

Writing Classwork

Pupils correct the sentences.

1. put I his shoes on.
2. put I his shirt on.
3. put I his socks on.
4. put I his shorts on.

Writing Homework - (Homework Book 2 page 14)

Pupils correct the words by unscrambling the letters.

1. thbroer
2. shsoe
3. irtsh
4. lrig
5. ortssh

Week 10 Days 1 and 2

Clothes Reading



Dressing my Brother

Hello, I am Joy.
I am a big girl.
I want to tell you about how I dress my little brother.
I get him to sit on a chair.
First, I help him put on his pair of shorts and his shirt.
Next, I put on his shoes.
And last I help him put on his socks...
Heh?
This is not good.
Can you help me?

47

Week 10 Days 3 and 4

Clothes Word Study

Read the sounds.

■ -oy

Read the sounds. Read the words.

● j oy b oy t oy en j oy
joy boy toy enjoy

✚ Move your finger to connect the sentence with the picture.

1. The boy is on the farm.
2. The boy will enjoy his fish and chips.
3. The boy plays with the toy in the yard.
4. The boy sings with joy.



48

Week 10 Days 3 and 4

Clothes Reading



Clothes for Girls and Boys

There are clothes for boys.
There are clothes for girls.
Do you know them all?

A girl wears a skirt, but a boy wears a pair of shorts.
A girl wears a blouse, but a boy wears a shirt.
A girl wears a dress, but a boy wears a kanzu.
A girl wears a lesso, but a boy wears a kikoi.
A girl wears a head scarf, but a boy wears a turban.
What do you like to wear?

49

Thumbs Up /Down

Say sound. Say word. Pupils show thumbs up if word has the sound.

I Do/You do: /oi/ kikoi, year

We/You do: joy, boy, enjoy.

Naming Letters and Sounds

Name the letters. Name the sounds. Write the sounds.

I/We/You do: oi /oi/ and oy /oy/

Say: oi and oy make the same sound. The sound is /oi/.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds.
Sweep finger under the letter and say the word.

I/We do: /j//oi/. joy

You do: /b//oi/ boy /t//oi/ toy

Pupil Book: Have pupils read words to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 49.

Words: skirt, wear, shorts

Get Ready to Read

We do: Read the title together.

Say: This reading is about the different clothes that boys and girls wear. Do you know the names of the clothes you wear? Look at the picture. Tell your partner one thing you will learn in this reading.

Pupil Reading

Pupil Book: Teacher reads. Class reads. Partners read.

Say: Before your read, you told your partner what you thought you were going to learn. What did you learn?

Questions

I/We do: A boy wears shorts. What does a girl wear? Does a shirt look like a blouse?

You do: A boy wears a shirt. What does a girl wear? Are there clothes that both boys and girls wear?

Writing Classwork

Pupils use words to fill sentences.

dirt, toy, boy, skirt, girls

1. A girl wears a _____.
2. The _____ play at school.
3. Pat plays with a _____ car.
4. Sam is a big _____.
5. I have _____ on my shirt.

Writing Homework - (Homework Book 2 page 16)

Pupils make words by filling a letter in the dash.

1. sk__rt
2. shir__
3. bo__
4. t__y
5. di__t

Week 10 Days 3 and 4

Clothes Word Study

Read the sounds.

■ -oy

Read the sounds. Read the words.

● j oy b oy t oy en j oy
joy boy toy enjoy

✚ Move your finger to connect the sentence with the picture.

1. The boy is on the farm.



2. The boy will enjoy his fish and chips.



3. The boy plays with the toy in the yard.



4. The boy sings with joy.



48

🔊 Oral Blending

Oral: Say the sounds of the word. Say the word.

I/We do: /b//oi/ boy

You do: joy, toy, enjoy

● Word Blending

Pocket Chart: Sweep finger while reading word and nod head for each sound. Read word.

I/We do: /t//o//i/. toy

You do: /j//oi/. Joy /b//oi/. Boy /en//j//oi/. enjoy

Pupil Book: Have children read words to their partner.

🗨 Vocabulary

Blackboard: Say the word. Review the meaning. Show the word. Pupils use the word in a sentence. Pupils find the word in red in the story on page 49.

Words: wear, shorts, skirt

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read to partner.

🔍 Grammar

Say: In our reading, it says "He is wearing". We use the word "He" to talk about "a boy" and the word "She" to talk about "a girl". We could say, "He is wearing." or "She is wearing"

We do: Make sentences with the children that talk about their clothes. _____ is wearing a _____.

You do: Have children ask their partners about their clothes. Have the children tell the class about their partner's clothes.

_____ is wearing a _____ (short, skirt, shirt, kikoi).

✍ Writing Classwork

Pupils correct the sentences by adding capital letters.

1. i like to wear a skirt.
2. he wears a shirt.
3. a boy wears a pair or shorts.
4. a girl wears a dress.

📖 Writing Homework - (Homework Book 2 page 18)

Pupils use letters from the box to make five words.

sh	b	or
oy	ir	sk
t	s	d

Week 10 Days 3 and 4

Clothes Reading



Clothes for Girls and Boys

There are clothes for boys.

There are clothes for girls.

Do you know them all?

A girl wears a skirt, but a boy wears a pair of shorts.

A girl wears a blouse, but a boy wears a shirt.

A girl wears a dress, but a boy wears a kanzu.

A girl wears a lessa, but a boy wears a kikoi.

A girl wears a head scarf, but a boy wears a turban.

What do you like to wear?

49

Week 10 Day 5

Clothes

Revision

Read the sounds. Read the words.

★ girls	bird	shirt	skirt
hurt	her	term	turn
toy	boy	joy	enjoy

1. She will wear her skirt.
2. The boy will wear his shirt.



Uniform

Girls and boys wear uniforms to school. The boys wear grey shorts and the girls wear grey skirts. The boys wear white shirts and the girls wear white blouses. The boys wear grey socks, but the girls wear white socks. Boys and girls wear black shoes.

50

★ Word Reading and Assessment

Write the rows of words and the sentences on the board.

I/We/You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/We/You do: Read each sentence. Repeat for each row.

Ask: Who can come and point to a word that means:

- A piece of clothing a girl wears?
- An animal?
- Something to play with?

🧠 Vocabulary

Blackboard: Say the word. Ask the meaning. Show the word. Pupils use the word in a sentence. Pupils find the word in red in the story page 50.

Words: uniform, shirt, blouse

📖 Get Ready to Read

We do: Read the title.

Say: What can you see in the picture? Tell your partner one thing you will learn in this reading.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought you would learn in this reading. What did you learn?

💎 Questions

I Do/We do: What do boys and girls wear to school? How is your uniform different from the uniform in the reading?

You do: Do the boys and girls wear the same colour socks? Do boys wear caps to school?

✍ Writing Classwork

Pupils complete a dictation with the following words: **term, shirt, girls, dirt, bird, skirt, joy, boy, toy, enjoy**

📖 Writing Homework - (Homework Book 2 page 20)

Pupils write original sentences with five dictation words of their choice.

Week 11 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ -or

Read the sounds. Read the words.

● sh or e	u n i f o r m	p or t
shore	uniform	port
sh or t	sp or t s	
short	sports	

✚ Move your finger to connect the sentence with the picture.

1. The girls wear a uniform to school.



2. The girls like to play sports.



3. The girls are near the short tree.



51

Week 11 Days 1 and 2

Travel Reading



Ways to travel

You can travel by land.

You can travel by water.

Land Travel

You can walk a short way to school.

You can ride a bike home.

You can take a bus to the shops.

Water Travel

You can take a boat from the shore.

You can take a ship when you want to go far away.

How do you like to travel?

52

Thumbs Up / Down

Oral: Say each sound in the word. Pupils put a thumb up if they hear the sound.

I/We Do: /or/. **Shore, Shirt**

You do: **uniform, short, port**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We Do: /p//or//t/. **port**

You do: **short, shop, ship, shore**

Pupil book: Have children read words to their partner.

🗑 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word in a sentence that explains the meaning of the word. Pupils find the words in red from the story on page 52.

Words: travel, land, shore

📖 Get Ready to Read

Oral: Read the title together.

Tell your partner one thing that will happen in the story

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Partners read.

You told your partner what you thought would happen in this reading. Did it happen?

💡 Questions

I/We Do: **What are the two ways you can travel? Where do you travel by matatu?**

You do: **What are two ways you can travel by water? Are there other ways to travel?**

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil book: shorts, shops, sports, scar, scarf, storm, port, shore, shirt, uniform

🏠 Writing Homework - (Homework Book 2 page 22)

Pupils copy words for Friday dictation again for homework. Pupils read words to someone at home.

Week 11 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ -or

Read the sounds. Read the words.

● sh or e	u n i f o r m	p o r t
shore	uniform	port
sh or t	sp or t s	
short	sports	

✚ Move your finger to connect the sentence with the picture.

1. The girls wear a uniform to school.



2. The girls like to play sports.



3. The girls are near the short tree.



51

🔊 Oral Blending

Oral: Say each sound in the word. Say the word

I/We Do: /st//oo//m/. storm

You do: sports, port, short, uniform

■ Naming Letters and Sounds

Pocket chart: Put the letters on the pocket chart. **Say: The names of these letters are o and r. The sound is /or/. Pupils say names of the letters and the new sound.**

I/We/You Do: or and sh /sh/

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We Do: /sh//or//t/. short

You do: /sh//or/ shore /sp//or//t//s/ sports /gr//a//s/ grass /sk//ir//t/ skirt

Pupil book: Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 52.

Words: shore, travel, land

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read silently.

💡 Questions

I Do: **What kind of travel do you do on land?**

We do: **What kind of travel do you do on water?**

You do: **What kind of travel do you do in the air?**

✍ Writing Classwork

Pupils correct the sentences.

1. ride bike You can a home.
2. ride boat You can a home.
3. ride bus You can a home.
4. ride car You can a home
5. ride donkey You can a home.

📖 Writing Homework - (Homework Book 2 page 24)

Pupils choose a word to fill the gap.

Shorts shops sports scar scarf

1. She buys yams and beans at the _____.
2. Rose falls. Rose now has a _____ on her leg.
3. I wear _____ to school.
4. Peter likes to run and play _____.
5. A girl wears a head _____, but a boy wears a turban.

Week 11 Days 1 and 2

Travel Reading



Ways to travel

You can travel by land.

You can travel by water.

Land Travel

You can walk a short way to school.

You can ride a bike home.

You can take a bus to the shops.

Water Travel

You can take a boat from the shore.

You can take a ship when you want to go far away.

How do you like to travel?

52

Week 11 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ sk- sc-

Read the sounds. Read the words.

● sk i n	sk ill	sk ir t
skin	skill	skirt
sc a l e	sc ar	sc ou t
scale	scar	scout
		sc ar f
		scarf

✚ Solve the riddle using the words in the box.

scar skirt scarf scout

1. I raise the flag. Who am I? _____
2. Some girls wear me on their head. Who am I? _____
3. Girls wear me with a blouse. Who am I? _____
4. When you get hurt, you get me. Who am I? _____

53

Thumbs Up

Say sound. Say word. Pupils show thumbs up if the word has the sound.

I/We Do: /sk/. scarf, cock

We/You do: cock, scale, skin, glad

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /sk//i//l/ skill /sk//ir//t/ skirt /sc//ou//t/ scout

You do: /sk//i//l/ skill /sk//ir//t/ skirt /sc//ou//t/ scout /t//oy/ toy /n//e//ck/ neck

Pupil Book: Have pupils read words to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 54.

Words: sail, fly, plane

Get Ready to Read

Oral: Read the title together.

This reading is about the things people do.

- What are some of the things you can do?

Tell your partner one thing you will learn in this reading.

Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read story.

You told your partner what you thought would happen. Did it happen?

Questions

I/We Do: **What does a rider do? What does a scout do?**

You do: **What does a reader do? What do you think a player does?**

Writing Classwork

Pupil Book: Pupils choose the word to fill in the blank.

do people water bike sports

1. I talk to many _____.
2. They tell me what they _____.
3. The rider rides a _____.
4. The runner runs in _____.
5. The ship is in the _____.

Writing Homework - (Homework Book 2 page 26)

Say: Every sentence starts with a capital letter. Write these sentences correctly starting each sentence with a capital letter.

1. 'the rider rides a bike.
2. 'the runner runs to school.
3. 'the walker walks home.
4. 'the player plays a game.
5. 'the driver drives a car.

Week 11 Days 3 and 4

Travel Reading



What people do

Today I talked with many people.

I asked them what they do.

"I am a rider, because I ride a bike."

"I am a driver, because I drive a car."

"I am a runner, because I run in sports."

"I am a captain, because I sail a ship."

"I am a pilot, because I fly a plane."

"I am a scout, because I raise the flag."

It was nice to learn what people do.

54

Week 11 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ sk- sc-

Read the sounds. Read the words.

● sk i n sk ill sk ir t

skin skill skirt

sc a l e sc ar sc ou t sc ar f

scale scar scout scarf

✚ Solve the riddle using the words in the box.

scar skirt scarf scout

1. I raise the flag. Who am I? _____
2. Some girls wear me on their head. Who am I? _____
3. Girls wear me with a blouse. Who am I? _____
4. When you get hurt, you get me. Who am I? _____

53

🔊 Oral Blending

Oral: Say the sounds of the word. Pupils say the word.

I/We Do: /sk//i//n/. skin

You do: scout, school, short, skirt, boy

● Word Blending

Pocket Chart: Put the word on the pocket chart. Nod head once for each sound. Sweep finger under the letters while reading.

I/We Do: /sk//aa//f/. scarf

You do: scout, mask, boy, dress.

Pupil book: Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 54.

Words: fly, plane, sail

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils. Pupils read silently.

😊 New Word

When we do not know a word, we can look to other words in the story to help us. The story says, "I am a scout, because I raise the flag." Who raises the flag?

🔍 Grammar

Say: We use the word 'because' when someone asks us a question with the word 'Why.' We could say, "I am a teacher, because I teach at school." or "I am a reader, because I read books"

I/We Do: Why are you a teacher? Why are you a reader? Why are you a runner?

You Do: Why are you a driver?

✍ Writing Classwork

Write on the board:

I am a rider, because I ride a bike. I ride fast.

Read the sentences to the children. Tell the children to write two more sentences about the rider.

📖 Writing Homework - (Homework Book 2 page 28)

Pupils choose five words and write their own sentences.

Pupil book: shorts, shops, sports, scar, scarf, storm, port, shore, shirt, uniform

Week 11 Days 3 and 4

Travel Reading



What people do

Today I talked with many people.

I asked them what they do.

"I am a rider, because I ride a bike."

"I am a driver, because I drive a car."

"I am a runner, because I run in sports."

"I am a captain, because I sail a ship."

"I am a pilot, because I fly a plane."

"I am a scout, because I raise the flag."

It was nice to learn what people do.

54

Week 11 Day 5

Travel Revision

Read the sounds. Read the words.

★ port	short	sport	shore
scale	scout	skip	skirt
far	star	scar	scarf

1. I will wear my scarf and skirt.
2. The scout is far from the port.

How do you travel?

Today I talked to many people. I asked them how they liked to travel. "I like to travel by car because it is fast." "I like to travel by bike, because it is fun." "I like to travel by boat, because I need to cross the river." "I like to travel by bus, because I need to go far." "I like to run and skip, so that I can be fit for sports!"



55

★ Word Reading and Assessment

Teacher blends the sounds, then reads the words.

Write the rows and the sentences on the board.

I/We/ You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- Something you play?
- Something in the sky?
- A person who finds the way?

🧠 Vocabulary

Blackboard: Read 2 times slowly while sweeping finger under the word. Ask pupil to define, show or demonstrate the word.

Words: talked, people, fast

🧘 Get Ready to Read

Oral: Read the title together.

What can you see in the picture? Tell your partner one thing you think will happen in this reading.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen in this reading. Did it happen like you thought?

💡 Questions

Show pupils how to look for the answer. Help pupils look for the answer. Pupils find answer and share

I/We Do: **Why do people like to travel by car?**

You do: **Why do people like to travel by bus? How do you travel if you want to go very far?**

✍ Writing Classwork

Pupils complete a dictation with the following words: **scar, port, far, short, scout, star, sport, shore, skirt, scarf**

📖 Writing Homework - (Homework Book 2 page 30)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

When pupils are reading the story walk around and identify those who cannot read so that you can help them read later in the day.

Week 12 Days 1 and 2

The home Word Study

Practise reading the letter sounds.

■ -oi

Read the sounds. Read the words.

● sp oi l	b oi l	s oi l
spoil	boil	soil
oi l	c oi n	p oi nt
oil	coin	point

✚ Move your finger to connect the sentence with the picture.

1. Mother points to the sufuria.
2. Mother puts oil in the sufuria.
3. Mother boils water in the sufuria.



56

Thumbs Up/Down

Say sound. Say word. Pupils show thumbs up, if word has the sound. Pupils show thumbs down, if the word does not have the sound.

I/We Do: /oi/. **boil, luck, sick**

You do: **boil, luck, sick, coin, spoil, plates, soil**

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We Do: /s//oi//l/. **soil**

We/You do: **soil, point, wet, sweep**

Pupil book: Have children read words to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: **boil, clean, dry**

Get Ready to Read

Oral: Read the title together.

Say: What can you see in the picture? Tell your partner one thing you will learn in this reading.

Pupil Reading

I do: Teacher reads.

We do: Class reads.

You do: Partners read.

Say: You told your partner what you thought you would learn in this reading. What did you learn?

Questions

I do: **When you clean the house what do you wash?**

We do: **What can happen if you do not clean the house?**

You do: **When you clean the house what do you clean last? Why do you dry the wet clothes in the sun?**

Writing Classwork

Classwork: Pupils copy words for Friday dictation in class.

Pupil book: **boil, soil, coin, spoil, oil, snore, store, shore, wore, sore**

Writing Homework - (Homework Book 2 page 32)

Pupils copy words for Friday dictation again and home. Pupils read words to someone at home.

Week 12 Days 1 and 2

The home Reading



Cleaning the house

It is good to **clean** the house.

It keeps you from getting sick.

This is what you need to do.

First, **boil** water in a sufuria.

Wash the dirty plates and cups.

Wash dirty clothes.

Dry the wet clothes in the sun, not on the soil.

Sweep the house. And last, clean **YOU**.

At the end of the day, you will have clean plates and cups, clean clothes, a clean house and a clean **YOU**!

57

Week 12 Days 1 and 2

The home

Word Study

Practise reading the letter sounds.

■ -oi

Read the sounds. Read the words.

sp oi l	b oi l	s oi l
spoil	boil	soil
oi l	c oi n	p oi nt
oil	coin	point

✚ Move your finger to connect the sentence with the picture.

1. Mother points to the sufuria.



2. Mother puts oil in the sufuria.



3. Mother boils water in the sufuria.



56

🔊 Oral Blending

Oral: Say the sounds of the word. Pupils say the word.

I/We Do: /s//oi//l/. soil

You Do: /s//oi//l/. soil /c//oi//n/. coin, /w//a//sh/. wash, /p//oi//nt/. point, /l//a//st/. last

■ Naming Letters and Sounds

Pocket Chart: Put the letters oi. Point to the letters. Say the name of the letters. Name the sounds.

Say: These letters are 'o' and 'i'. Together, these letter make the sound 'oi'.

I/We Do: o and i. /oi/

You do: oi, or

● Word Blending Silently

Pocket Chart: Silently say each sound in the word, while nodding your head for each sound. Blend the sounds. Say the word.

I/We Do: /oi//l/. oil

You do: /oi//l/. oil /sp//oi//l/. spoil, /b//oi//l/. boil, /e//nd/. end, /dr//ai/. dry

Pupil book: Have children silently blend the sound with head nodding and read the words to their partner.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence.

Words: boil, clean, dry

📖 Pupil Reading

Pupil Book: Read story with pupils. Pupils read silently.

💡 Questions

I do: **When you clean the house, what do you do first?**

We do: **What do you do next?**

You do: **What do you do last?**

✍ Writing Classwork

Pupils correct the sentences by putting the words in the proper order.

you house do the How clean?

shed you do the How clean?

you school the do How clean?

you classroom do How the clean?

📖 Writing Homework - (Homework Book 2 page 34)

Pupils choose a word to fill in the sentence.

boil spoil coin oil soil

1. _____ water in a sufuria.

2. I will buy a sweet with a _____.

3. A car needs _____.

4. I see grass in the _____.

5. Do not let the milk _____.

Week 12 Days 1 and 2

The home

Reading



Cleaning the house

It is good to clean the house.

It keeps you from getting sick.

This is what you need to do.

First, boil water in a sufuria.

Wash the dirty plates and cups.

Wash dirty clothes.

Dry the wet clothes in the sun, not on the soil.

Sweep the house. And last, clean YOU.

At the end of the day, you will have clean plates and cups, clean clothes, a clean house and a clean YOU!

57

Week 12 Days 3 and 4

The home Word Study

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● t ore	s ore	m ore	w ore
tore	sore	more	wore
st ore	sh ore	sn ore	
store	shore	snore	

✚ Read the story. Use a word from the box to fill in the dash.

store snore wore

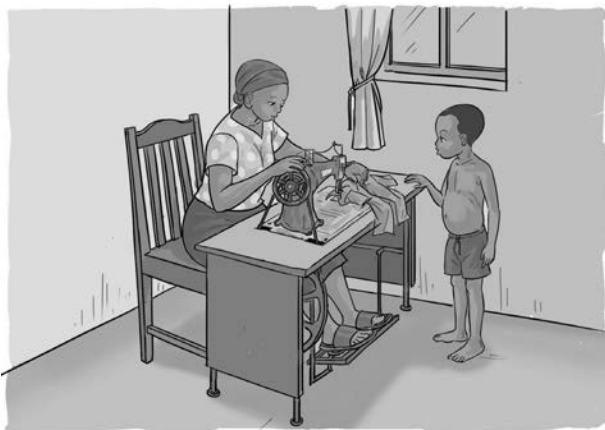
Joy went to bed. She _____ her sleeping dress. At night, she would snore and snore. Her brother said, "no more! No more! You cannot _____." Joy did not stop. She had to sleep in the _____.



58

Week 12 Days 3 and 4

The home Reading



What do you do when...

Chesang: I tore my shirt. What do I do?
Mother: You sew it to look good.
Chesang: What do you do when you snore at night?
Mother: Turn on your side and you will not snore any more.
Chesang: What do you do when there is soil on your clothes?
Mother: Wash them with hot water.
Chesang: What do you do when you find a coin?
Mother: Go to the store and buy a sweet for your friend. It is good to be nice to your friends.

59

Thumbs Up/Down

Say sound. Say word. Pupils show thumbs up if word has the sound.

I/We Do: /or/ wore, when

You do: wore, when, snore, shore, turn, side, when

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//or/ store

You do: /st//or/ store, /w//or/. wore, /sn//or/. snore, /st//ir/. stir

Pupil Book: Have pupils read words to their partner.

📖 Vocabulary

Say the word. Ask pupils to define if pupils cannot define, show/ demonstrate the word. Pupils use word in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 59.

Words: tore, snore, coin

📖 Get Ready to Read

Oral: Read the title together.

This reading is about how to fix things.

• Have you ever fixed something? What did you do?

Tell your partner one thing you will learn in this reading.

📖 Pupil Reading

I do: Teacher reads.

We do: Read story with pupils.

You do: Pupils read.

Before your read, you told your partner what you thought you would learn. What did you learn?

💡 Questions

I/We Do: **What do you do when there is soil on your clothes? Is it good to eat many sweets?**

You do: **What do you do when you rip your shirt? Why is it good to be nice to your friend?**

✍ Writing Classwork

Pupils chose a word to fill in the gap.

store water good snore shirt

1. Tam has a rip in her _____.
2. My shirt looks _____.
3. I _____ at night.
4. I wash my clothes with hot _____.
5. I buy a sweet at the _____.

📖 Writing Homework - (Homework Book 2 page 36)

Pupils correct the sentences by adding a capital letter and full stop.

1. it is good to have friends
2. her shirt has a rip
3. pat looks good in his shirt
4. i see grass in the soil
5. tam will buy a sweet with a coin

Week 12 Days 3 and 4

The home Word Study

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● t ore	s ore	m ore	w ore
tore	sore	more	wore
st ore	sh ore	sn ore	
store	shore	snore	

✚ Read the story. Use a word from the box to fill in the dash.

store snore wore

Joy went to bed. She _____ her sleeping dress. At night, she would snore and snore. Her brother said, "no more! No more! You cannot _____." Joy did not stop. She had to sleep in the _____.



58

🔊 Oral Blending

Oral: Say the sounds of the word. Pupils say the word.

I/We Do: /w//or/.wore

You do: /w//or/. wore /sn//or/. snore, /sh//or/. shore, /t//ur//n/. turn, /s//ai//d/. side

● Word Blending Silently

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We Do: /sh//or/ shore

You do: /sh//or/ shore /m//or/. more, /st//or/. store, /b//oi/. boy, /en//j//oi/. enjoy

Pupil book: Have pupils read words to their partner.

🗑 Vocabulary

Blackboard: Say the word. Ask pupil to define the word. Ask pupils to use word in sentence that explains the meaning of word.

Words: snore, coin, rip

📖 Pupil Reading

I do: Teacher reads.

We do: Class reads.

You do: Pupils read silently.

🔗 Grammar

In our reading, it says we wash clothes with hot water. We use the word hot to talk about the water. We could say, "I take hot tea." or "The sun is hot."

We do: Make sentences with the pupils about things that are hot. _____ is hot.

You do: Have pupils ask their partners about other things that are hot. Have the pupils tell the class about what their partner said. _____ is hot.

✍ Writing Classwork

Pupils choose a word to fill in the gap.

water store good coin boil

1. We wash clothes with _____.
2. Go to the _____.
3. Find a _____.
4. It looks _____.
5. We must _____ the water.

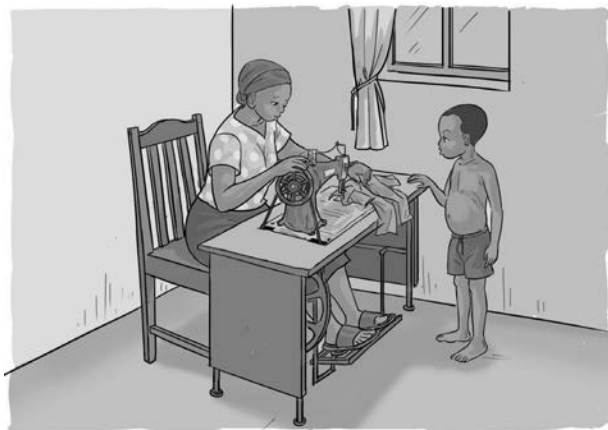
📖 Writing Homework - (Homework Book 2 page 38)

Pupils correct sentences by adding a capital letter and a full stop.

1. turn on your side
2. go to the store
3. wash them with hot water
4. be nice to your friend
5. find a coin

Week 12 Days 3 and 4

The home Reading



What do you do when...

Chesang: I tore my shirt. What do I do?

Mother: You sew it to look good.

Chesang: What do you do when you snore at night?

Mother: Turn on your side and you will not snore any more.

Chesang: What do you do when there is soil on your clothes?

Mother: Wash them with hot water.

Chesang: What do you do when you find a coin?

Mother: Go to the store and buy a sweet for your friend. It is good to be nice to your friends.

59

Week 12 Day 5

The home Revision

Read the sounds. Read the words.

★ oil	boil	soil	spoil
wore	more	shore	snore
turn	dirt	shirt	skirt

1. Boil the water to make tea.
2. He will snore no more.



How to cook ugali

This is how you cook ugali. You need water, maize flour, a big sufuria and a cooking stick.

Then you cook.

1. Boil the water.
2. Put the flour in the water.
3. Stir with the cooking stick till the ugali is ready.
4. Put the ugali on a plate and enjoy it.

60

★ Word Reading and Assessment

Write the rows of words and the sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each word.

I/ We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- to make water very hot?
- to make a sound when sleeping?
- something a girl wears?

🗣️ Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence.

Words: oil, cook, plate

📖 Get Ready to Read

Oral: Read the title together.

What can you see in the picture? Tell your partner one thing you will learn in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought you would learn in the story. What did you learn?

💎 Questions

I do: **What do you need to make ugali?**

We do: **What do you need to make ugali? What is the first thing you do to make ugali?**

You do: **Why do we need a cooking stick to make ugali?**

✍️ Writing Classwork

Classwork: Pupils complete a dictation with the following words: **boil, soil, coin, spoil, oil, snore, store, shore, wore, sore**

📖 Writing Homework - (Homework Book 2 page 40)

Pupils write original sentences with five dictation words of their choice.

Week 13 Days 1 and 2

Weather Word Study

Practise reading the letter sounds.

■ -ow

Read the sounds. Read the words.

● sl ow	bl ow	gl ow	fl ow
slow	blow	glow	flow
t ow	r ow	gr ow	l ow
tow	row	grow	low

✚ Read the story. Use the words from the box to fill in the dash.

blow low slow

Sam rows the boat. The water is _____, but it flows. The wind _____. Sam goes _____. He wants to see the fish in the water and the birds in the trees.



61

Week 13 Days 1 and 2

Weather Reading



Mister Weather Man

Rachel: Mister Weather Man, I want to know, what is rain?

Weather Man: Rain is drops of water.

Rachel: Where does rain come from?

Weather Man: Rain comes from the clouds.

Rachel: How big is a rain drop?

Weather Man: Let me show you. It can be as big as the nail on your little pinky finger.

Rachel: Why is rain good?

Weather Man: It gives us water to drink and it helps the plants grow.

Rachel: Thank you, Mister Weather Man. That was nice.

62

🔊 Oral Blending

Say sound. Say word. Pupils show thumbs up if word has the sound.

I/We do: /ow/. slow, say

You do: say, blow, glow, flow, tow, row

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word.

I/We Do: /sl//ow/. slow

We/You do: blow, glow, flow, tow, row

Pupil book: Have children read words to their partner.

🗨 Vocabulary

Blackboard: Say the word. Ask pupils to define it. If pupils cannot define the word, show or demonstrate the word. Use word in sentence that explains meaning of word.

Words: cloud, drops, rain

📖 Get Ready to Read

Oral: Read the title together.

Say: What can you see in the picture? Tell your partner one thing you think will happen in this story.

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Partners read.

Say: You told your partner what you thought would happen in this story. Did it happen?

💡 Questions

I/We Do: Where does rain come from? Does Mr. Weather Man like rain?

You Do: Why is rain good? Can we grow maize without rain?

✍ Writing Classwork

Classwork: Pupils copy words for Friday dictation in class.

Pupil book: slow, grow, sent, glow, tow, row, pink, land, flow, low

📖 Writing Homework - (Homework Book 2 page 42)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 13 Days 1 and 2

Weather Word Study

Practise reading the letter sounds.

■ -ow

Read the sounds. Read the words.

● sl ow	bl ow	gl ow	fl ow
slow	blow	glow	flow
t ow	r ow	gr ow	l ow
tow	row	grow	low

✚ Read the story. Use the words from the box to fill in the dash.

blow low slow

Sam rows the boat. The water is _____, but it flows. The wind _____. Sam goes _____. He wants to see the fish in the water and the birds in the trees.



61

🔊 Oral blending

Oral: Say the sounds of the word. Pupils say the word.

I/We Do: /s//l//ow/. slow

You do: **blow, grow, tow, low**

■ Naming Letters and Sounds

Name the letters. Name the sounds.

I/We/You do: **o** and **w**. / **ow**/

● Oral Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We Do: /s//l//ow/. slow

You do: **blow, grow, tow, low**

Pupil book: Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence.

Words: clouds, rain, drops

📖 Pupil Reading

Pupil Book: Read story with pupils. Pupils read with partner.

○ Grammar

Say: In our poem, it says "I want to know about rain". I could say "I want to know about aeroplanes" or "I want to know about lions". "Want to" tells you what I would like to know about.

We do: Make sentences with the pupils about things they want to know

_____ wants to know _____

You do: Have pupils ask their partners about what they want to know

_____ wants to know _____

✍ Writing Classwork

Pupils correct the sentences.

not big raindrop is A

raindrop is wet A

rain good Is?

rain What is?

📖 Writing Homework - (Homework Book 2 page 44)

Pupils choose a word to fill in the sentence.

big know plants rain gives

1. _____ is drops of water.

2. It _____ us water.

3. The _____ grow.

4. It can be _____ as the nail on your small finger.

5. I want to _____ what it is.

Week 13 Days 1 and 2

Weather Reading



Mister Weather Man

Rachel: Mister Weather Man,
I want to know, what is rain?

Weather Man: Rain is drops of water.

Rachel: Where does rain come from?

Weather Man: Rain comes from the clouds.

Rachel: How big is a rain drop?

Weather Man: Let me show you. It can be as big as the nail on your little pinky finger.

Rachel: Why is rain good?

Weather Man: It gives us water to drink and it helps the plants grow.

Rachel: Thank you, Mister Weather Man.
That was nice.

62

Week 13 Days 3 and 4

Weather Word Study

Read the letter sounds.

■ -nk -nd -nt

Read the sounds. Read the words.

● p i nk	s i nk	dr i nk	th i nk
pink	sink	drink	think
s a nk	b a nk		th a nk
sank	bank		thank

s a nd	h a nd	l a nd	st a nd
sand	hand	land	stand
s e nd	e nd	sp e nd	w i nd
send	end	spend	wind

s e nt	w e nt	w a nt
sent	went	want

63

Thumbs Up/ Down

Say sound. Say word. Pupils show thumbs up if word has the sound. /nn/ at the end of the word.

I/We do: /nk/. pink, pin

You do: /nd/ and /nt/ sand, sank, hand, sent, want, send.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sound. Say the word.

I/We do: /s//a//nd/. sand

You do: drink, wind, stand, went, spend

Pupil Book: Have pupils read words to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 64.

Words: windy, news, weather

Get Ready to Read

Oral: Read the title together.

Say: This reading is about Ann and the Weather.

- What do you know about weather?

Tell your partner one thing you think will happen in this story.

Pupil Reading

Pupil Book: Teacher reads. Class reads. Partners read.

Say: Before your read, you told your partner one thing you thought would happen in this story. Did it happen?

Questions

I do: What does Ann want to know?

We do: What do you do with clothes when it is raining?

You do: What does Ann do to know the weather? When will Ann wash her clothes?

Writing Classwork

Pupil Book: Pupils write original sentences using words.

Classwork:

reads shine wash cold blow

- The sun will _____.
- It is _____.
- The wind will _____.
- She can _____ her clothes.
- She _____ the news.

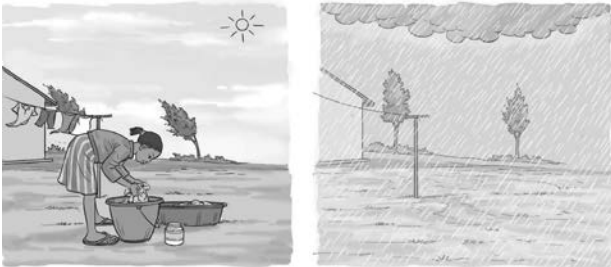
Writing Homework - (Homework Book 2 page 46)

Say: Every sentence starts with a capital letter. Write these sentences correctly starting each sentence with a capital letter.

- she wants to know
- when can I wash my clothes
- the weather is cold
- today will be hot
- there will be many cloudy

Week 13 Days 3 and 4

Weather Reading



Ann and the weather

Ann wants to know when she can wash her clothes.
If the weather is cold they will be slow to dry.
She reads the news about the weather.
It says:

The weather:

Today will be hot.
It will be sunny.
The sun will glow and shine.
It will be windy.
The wind will flow and blow.
It will be wet on Sunday.
There will be many clouds,
so it will be cloudy.
There will be rain, so it will be rainy.

64

Week 13 Days 3 and 4

Weather Word Study

Read the letter sounds.

■ -nk -nd -nt

Read the sounds. Read the words.

● p i n k s i n k d r i n k t h i n k
pink sink drink think
s a n k b a n k t h a n k
sank bank thank

s a n d h a n d l a n d s t a n d
sand hand land stand
s e n d e n d s p e n d w i n d
send end spend wind

s e n t w e n t w a n t
sent went want

63

🔊 Oral Blending

Oral: Say the sounds of the word. Pupils say the word.

I/We do: /h//a//nd/. hand

You do: think, went, end, spend, drink

● Word Blending

Pocket Chart: Write words. Sweep finger under each letter while reading word. Nod head once for each sound.

I/We do: /s//e//nt/. sent

You do: thank, land, sink, bank

Pupil book: Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Use the words in sentence. Pupils find the words in red in the story on page 64.

Words: news, windy, weather.

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils. Pupils read with partner.

📊 Make a Table

Draw table to compare the weather from two different days from the story.

Today	Sunday

✍ Writing Classwork

Write on the board:

There will be many clouds. It will be windy.

Read the sentences to the children. Tell the children to write two more sentences about weather.

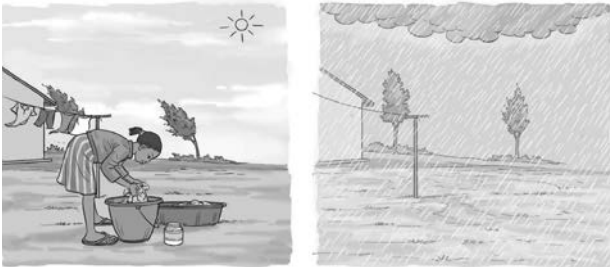
📖 Writing Homework - (Homework Book 2 page 48)

Pupils choose five words and write their own sentences

Pupil book: slow, grow, sent, glow, tow, row, pink, land, flow, low

Week 13 Days 3 and 4

Weather Reading



Ann and the weather

Ann wants to know when she can wash her clothes.
If the weather is cold they will be slow to dry.
She reads the news about the weather.
It says:

The weather:

Today will be hot.
It will be sunny.
The sun will glow and shine.
It will be windy.
The wind will flow and blow.
It will be wet on Sunday.
There will be many clouds,
so it will be cloudy.
There will be rain, so it will be rainy.

64

Teacher tip

Make sure you follow "I do," "we do," "You do" when teaching.

Week 13 Day 5

Weather Revision

Read the sounds. Read the words.

★ blow	flow	tow	row
sent	want	went	spent
bank	pink	drink	thank
land	wind	stand	hand

1. The wind will flow and blow.
2. The sun will glow and shine.

The weather

Every day I read about the weather.
On Saturday, the weather man said it will be very cold.

I put on my warm coat and thick socks.
On Sunday, the weather man said the wind will blow.

I put on my red cap and long scarf.
On Monday, the weather man said it will be hot.

I put on my shorts.
The weather can be different every day.
I like different weather.
I can wear different clothes.



Saturday



Sunday



Monday

65

★ Word Reading and Assessment

Write the rows and the sentences on the board.

I/ We/ You do: Say each sound in the word and then say the whole word. Repeat for each sentence.

I/ We/ You Do: Read each sentence. Repeat for each row.

Ask: Who can come and point to a word that means:

- Colour?
- A kind of weather with air that moves?

🗨️ Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 65.

Words: scarf, warm, cold

📖 Get Ready to Read

Oral: Read the title together.

Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

You told your partner one thing you thought would happen in the story? Did it happen?

💡 Questions

I do: What does the writer put on when it is very cold?

We do: What do you put on when it is very cold?

You do: What does the writer put on when it is hot? What do you put on when it is hot?

✍️ Writing Classwork - (Homework Book 2 page 50)

Pupils complete a dictation with the following words: **slow, grow, sent, glow, tow, row, pink, land, flow, low**

🏠 Writing Homework

Pupils write original sentences with five dictation words of their choice.

Week 14 Days 1 and 2

Clothes Word Study

Read the letter sounds.

■ -ar_____ fl- gl-

Read the sounds. Read the words.

● ar m	f ar m	p ar t	c ar t
arm	farm	part	cart
fl a t	fl oor		
flat	floor		
gl a d			
glad			

Read the letter sounds.

■ -er -ir -ur -oy

Read the sounds. Read the words.

● h er		
her		
g ir l	sh ir t	sk ir t
girl	shirt	skirt
f ur		
fur		
b oy	j oy	t oy
boy	joy	toy

66

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **arm**. /aa//m/

You do: **farm, part, flat, glad, floor, cart**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I/We do: 'g' and 'l'. /gl/

You do: **fl, ar**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds Say the word.

I/We do: /k//aa//t/. **cart**, /p//aa//t/. **part**

You do: **arm/farm**

Pupil Book: Have pupils read words to their partner on page 66.

📖 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: ate, goat, farmer

📖 Get Ready to Read

We do: Open your book to page **67**. Read the title together.

This story is about a hat.

- Do you have a hat?
- When do you wear it?

Tell you partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

◇ Questions

I do: **What do Tom and Joy see?**

We do: **Does the hat fit Tom?**

You do: **Who do Tom and Joy give the hat to?**

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil book: farm, soil, joy, blow, snore, shorts, went, sent, toy, floor

📖 Writing Homework - (Homework Book 2 page 52)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 14 Days 1 and 2

Clothes Reading



The hat

Tom and Joy see a red hat. Joy puts on the hat. It is too big. Tom puts on the hat. It is too small. Joy tells Tom, "We will find the girl or boy that needs the hat." Joy sees a girl wearing a skirt. Joy asks her, "Do you need this hat?" The girl tells her "No." Tom sees a boy wearing shorts on a farm. Tom asks, "Do you need this hat?" The boy tells him, "Yes, the sun is hot!" Tom and Joy feel glad.

67

Week 14 Days 1 and 2

Clothes Word Study

Read the letter sounds.

■ -ar___ fl- gl-

Read the sounds. Read the words.

● ar m	f ar m	p ar t	c ar t
arm	farm	part	cart
fl a t	fl oor		
flat	floor		
gl a d			
glad			

Read the letter sounds.

■ -er -ir -ur -oy

Read the sounds. Read the words.

● h er		
her		
g ir l	sh ir t	sk ir t
girl	shirt	skirt
f ur		
fur		
b oy	j oy	t oy
boy	joy	toy

66

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **shirt**. /sh//ir//t

You do: **girl, skirt, joy, boy**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I do: 'ir', 'er', 'ur', /ir/

You do: **ir, er, ur**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word.

I/We do: /f//aa//m/. **farm**

You do: **shirt, her, fur, boy, toy**

Pupil book: Open book to page 66. Have children read words to their partner.

🗉 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in sentence. Ask children to find the word in red in the story on page 67.

Words: hat, skirt, short

📖 Pupil Reading

Pupil Book: Teacher reads story with the pupils

Week 14 Days 1 and 2

Clothes Reading



The hat

Tom and Joy see a red hat. Joy puts on the hat. It is too big. Tom puts on the hat. It is too small. Joy tells Tom, "We will find the girl or boy that needs the hat." Joy sees a girl wearing a skirt. Joy asks her, "Do you need this hat?" The girl tells her "No." Tom sees a boy wearing shorts on a farm. Tom asks, "Do you need this hat?" The boy tells him, "Yes, the sun is hot!" Tom and Joy feel glad.

67

◇ Beginning/Middle/End

Draw table on board.

- What happened at the beginning?
- What happened in the middle?
- What happened at the end?

Write responses in table.

✍ Writing Classwork

Write words on the board. Pupils make correct sentences

1. gave us He new clothes
2. gave us He new shorts
3. gave us He new gloves
4. gave us She new shirts
5. put them She on floor the

📖 Writing Homework - (Homework Book 2 page 54)

Pupils choose a word to fill the gap.

water goats off swim uniform

1. We went to the river to _____.
2. I am wearing my school _____.
3. We went into the _____.
4. The _____ ate our clothes.
5. We took _____ our clothes.

Week 14 Days 3 and 4

Clothes Word Study

Read the letter sounds.

■ ___or___ sk- sc-

Read the sounds. Read the words.

● p or t sk ir t sc ar
port skirt scar
sh or t
short

Practise reading the letter sounds.

■ -oi ore

Read the sounds. Read the words.

● s oi l b oi l c oi n sp oi l
soil boil coin spoil
sh ore sn ore m ore st ore
shore snore more store

68

Week 14 Days 3 and 4

Clothes Reading



A little brother dresses goats

Today, I talked to Joy from Class 2.
Joy tells us about her little brother.
He likes to dress goats.
“My little brother talks to the goat.
He tells the goat, ‘I want to dress you.’
Then he dresses the goat in a shirt, shorts and socks!
Then the goat walks out in the soil.
That is not nice. I have to clean the clothes!”

69

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: short. /sh//o//t/

You do: skirt, port, scar

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I/We do: ‘sk’, ‘sc’. /sk/

You do: sk, sc

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds.
Say the word. Remove the first two letters. Add two new letters.
Repeat.

I/We do: /p//o//t/. port, /sh//o//t/. short

You do: port, short, scar/star/far

Pupil Book: Have pupils read words to their partner on page 68.

📖 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 69.

Words: dress, brother

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about a little boy who puts clothes on goats.

- Have you ever seen a goat? What was it like?
- Have you ever seen a goat wearing a dress?

Tell your partner one thing you think will happen in this story.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

◇ Questions

I do: What class is Joy in?

We do: Is Joy happy when the goats walk out in the soil?

You do: What clothes does the little brother put on the goats? Is it good for goats to wear clothes?

✍ Writing Classwork

Pupils use words to fill sentences.

goats clothes soil brother clean

1. He likes to dress _____
2. I have to clean the _____
3. Joy likes to dress her _____
4. The goats walk in the _____
5. I have to _____ the house.

📖 Writing Homework - (Homework Book 2 page 56)

Say: Every sentence starts with a capital letter. Write these sentences correctly starting each sentence with a capital letter.

1. she likes to dress her little brother
2. she tells us about her little brother
3. he dresses the goat in a shirt
4. he dresses the goat in shorts
5. my little brother talks to the goat

Week 14 Days 3 and 4

Clothes Word Study

Read the letter sounds.

■ or sk- sc-

Read the sounds. Read the words.

● p or t sk ir t sc ar
port skirt scar

sh or t
short

Practise reading the letter sounds.

■ -oi ore

Read the sounds. Read the words.

● s oi l b oi l c oi n sp oi l
soil boil coin spoil

sh ore sn ore m ore st ore
shore snore more store

68

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **soil**. /s//oil/

You do: **boil, shore, coin, spoil, snore**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I/We do: 'o' and 'i'. /oi/

You do: **ore/oo**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first two letters. Add a new letter. Repeat

I/We do: /s//oil/. **soil**, /sp//oil/. **spoil**

You do: **snore/more**

Pupil Book: Have pupils read words to their partner on page 68.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: brother, dress

📖 Pupil Reading

Pupil Book: Pupil Book: Teacher reads story with pupils.

○ Grammar

Say: We use the words "put on" to talk about putting clothes on. We could say, "Put on your shorts." or "Put on your shirt".

We do: Use different words to talk about putting clothes on.

_____ puts on _____.

You do: Have pupils ask their partners what they put on.

_____ puts on _____

✍ Writing Classwork

Classwork Write on the board:

Read the sentences to the children. Tell the children to write two more sentences about goats.

I like goats. My dad has a goat. The goat walks out.

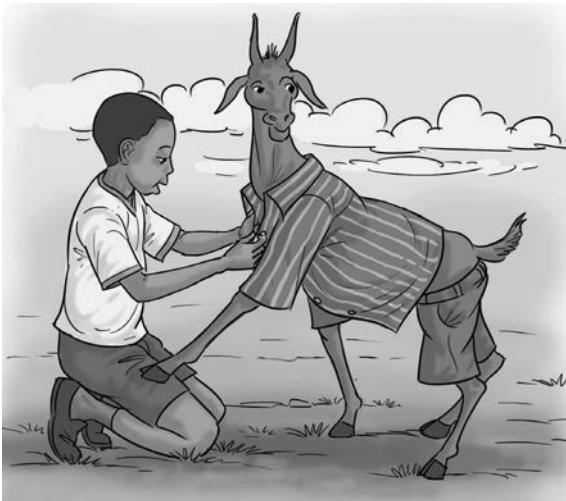
📖 Writing Homework - (Homework Book 2 page 58)

Pupils choose five words and write their own sentences.

Pupil book: farm, soil, joy, blow, snore, shorts, went, sent, toy, floor

Week 14 Days 3 and 4

Clothes Reading



A little brother dresses goats

Today, I talked to Joy from Class 2.

Joy tells us about her little brother.

He likes to dress goats.

"My little brother talks to the goat.

He tells the goat, 'I want to dress you.'

Then he dresses the goat in a shirt, shorts and socks!

Then the goat walks out in the soil.

That is not nice. I have to clean the clothes!"

69

Week 14 Day 5

Clothes

Revision

Read the sounds. Read the words.

★ joy	blow	went
toy	flow	sent

1. She will snore no more. 2. She has soil on her shorts.

What do you wear?

I talk with Joy and Sam today.

I want to know about clothes.

Joy, what do you wear when it rains?

I wear a warm coat.

Sam, what do you wear when it is sunny?

I wear my nice shorts.

Joy, what do you wear to school?

I wear my school uniform

Joy, what do you wear when the wind blows?

I wear my head scarf.

Thank you.

That was good to know.

And you, what do you wear when it is cold?



70

★ Word Reading and Assessment

Write the rows of words and the sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- something to play with
- a happy feeling

🗨️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 70.

Words: head, rains, scarf.

📖 Get Ready to Read

I/We do: Read the title together.

Tell your partner what you think will happen in this poem.

📖 Pupil Reading

Teacher reads the questions as pupils read the answers.

You told your partner what you thought would happen in the poem. Did it happen?

💎 Questions

I do: **When does Joy wear a warm coat?**

We do: **Is it hot when it rains?**

You do: **What does Sam wear when there is sun? Is Joy an old woman?**

✍️ Writing Classwork

Pupils complete a dictation with the following words: **farm, soil, joy, blow, snore, shorts, went, sent, toy, floor**

📖 Writing Homework - (Homework Book 2 page 60)

Pupils write original sentences with five dictation words of their choice.

Week 15 Days 1 and 2

The farm Word Study

Practise reading the letter sounds.

■ -oa

Read the sounds. Read the words.

● c oa t

b oa t

g oa t

coat

boat

goat

t oa d

l oa d

toad

load

✚ Move your finger to connect the sentence with the picture.

The goat wears a red coat.



The goat is in a boat.



The goat is near the road.



The goat floats in the water.



71

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound in the middle of the word.

I/We do: /oa/. coat, cot

You do: bought, boat, goat, toad, got

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /k//oa//t/. coat

You do: float, toad, likes, swim

Pupil Book: Have pupils read words to their partner on page 71.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 72.

Words: float, trained, visit

Get Ready to Read

We do: Open your book to page 72. Read the title together.

This story is about a goat that floats.

- Have you ever been swimming?
- Have you seen something float? Can you float?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: What does Tim like to do?

We do: Why do you think Tim trained his got to float?

You do: What does Tim look at when he is floating on his back? Is Tim fit?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil book: goat, float, fool, moon, choose, zoo, toad, load, coat, coast

Writing Homework - (Homework Book 2 page 62)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 15 Days 1 and 2

The farm Reading



The floating goat

Tim from Class two likes to swim. He likes floating on his back. He can then look at the sky. He can also see boats come by. Tim has a pet goat. He likes the goat very much. They do many things together. Tim trained his goat to float. You can visit Tim on a nice day and watch him float with his goat in the lake.

72

Week 15 Days 1 and 2

The farm

Word Study

Practise reading the letter sounds.

■ -oa

Read the sounds. Read the words.

● c oa t

b oa t

g oa t

coat

boat

goat

t oa d

l oa d

toad

load

✚ Move your finger to connect the sentence with the picture.

The goat wears a red coat.



The goat is in a boat.



The goat is near the road.



The goat floats in the water.



71

Oral Blending

Oral: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f/ /l/ /oa/ /t/. float

You do: toad, load, soil, coin

Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: 'o' and 'a'. /oa/

You do: 'oa'.

Say: The names of these letters are 'o', and 'a'. The sound is /oa/.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Nod your head once for each letter.

I/We do: /k/ /oa/ /st/. coast

You do: boat, load, much, things.

Pupil book: Have children read words to their partner on page 71.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use in sentence. Ask pupils to find the word in red in the story on page 72.

Words: trained, float, visit

Pupil Reading

Pupil Book: Teacher reads story with pupils.

Grammar

We use the word 'can' to talk about the things we can do. We could say, "Tim can swim" or "Tim can float". Pupils use can to talk about what they can do.

I/We do: _____ can _____

You do: _____ can _____

Writing Classwork

Classwork: Write words on the board. Pupils make correct sentences

1. the likes He goat
2. the likes He cow
3. the likes He pig
4. likes Tim swim to
5. floating likes He his on back

Writing Homework - (Homework Book 2 page 64)

Pupils choose a word to fill the gap.

trained swim visit float goat

1. He likes to _____ on his back.
2. Tim has a pet _____.
3. You can _____ Tim on a nice day.
4. Tim _____ his goat.
5. Tim likes to _____ with his goat in the lake.

Week 15 Days 1 and 2

The farm

Reading



The floating goat

Tim from Class two likes to swim. He likes floating on his back. He can then look at the sky. He can also see boats come by. Tim has a pet goat. He likes the goat very much. They do many things together. Tim trained his goat to float. You can visit Tim on a nice day and watch him float with his goat in the lake.

72

Week 15 Days 3 and 4

The farm

Word Study

Read the letter sounds.

■ -oo

Read the sounds. Read the words.

● t oo	z oo	r oo m
too	zoo	room
p oo l	f oo l	t oo l
pool	fool	tool
m oo n	s oo n	ch oo se
moon	soon	choose

✚ Read the story. Use the words from above to fill in the dash.

Tim had to _____.
Does he go to the zoo?
Does he go to the pool?
The zoo had big birds
with long necks, but he
can swim in the pool.
Tim likes to swim.
his sister likes to swim
_____.



The bus will come soon and take them to the pool.

73

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound at the beginning of the word.

I/We do: /uu/. room/rot

You do: root, fool, pot, tool, toad, too

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /z//uu/. zoo.

You do: choose, moon, tool, farmer

Pupil Book: Have pupils read words to their partner on page 73.

🗨 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: hippo, lion, pool

📖 Get Ready to Read

I/We do: Read the title together.

This is a poem about a farmer who gets a hippo and a lion.

- Do you often see hippos and lions on the farm?

Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

💡 Questions

I do: What animals did the farmer have?

We do: What animals did the farmer have?

You do: What did the farmer make for the hippo? Why did the farmer make the hippo a pool?

✍ Writing Classwork

Classwork: Pupils write their own sentences using the following words.

pool swim boat float fool

1. The farmer was not a _____.
2. He made the hippo a _____.
3. The swim and _____
4. They play with the _____
5. The lion wanted to _____ too.

📖 Writing Homework - (Homework Book 2 page 66)

Say: Every sentence starts with a capital letter. Write these sentences correctly starting each sentence with a capital letter.

1. he got two big lions.
2. the farmer was not a fool.
3. he made for the hippo a very nice pool.
4. he ran with hippo to the pool.
5. the farmer loves to sit in the sun.

Week 15 Days 3 and 4

The farm

Reading



The farmer

There was a farmer who had cows, and a goat or two.
But he also had a nice small zoo.
He got one big lion on a nice day.
And then there was a hippo to stay.
The farmer was not a fool.
He made for the hippo a very nice pool.
The hippo got in the pool at noon.
And stayed there till she saw the moon.
But, the lion wanted to swim too,
And not only stay in the zoo.
So one day he ran with hippo to the pool.
And now they swim and float.
They love playing with the boat.
The farmer loves to sit in the sun.
And see the lion and hippo having fun.

74

Week 15 Days 3 and 4

The farm Word Study

Read the letter sounds.

■ -oo

Read the sounds. Read the words.

t oo	z oo	r oo m
too	zoo	room
p oo l	f oo l	t oo l
pool	fool	tool
m oo n	s oo n	ch oo se
moon	soon	choose

✚ Read the story. Use the words from above to fill in the dash.

Tim had to _____.
Does he go to the zoo?
Does he go to the pool?
The zoo had big birds
with long necks, but he
can swim in the pool.
Tim likes to swim. his
sister likes to swim
_____.



The bus will come soon and take them to the pool.

73

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /m//uu//n/. moon

You do: **tool, zoo, choose, soon**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /p//uu//l/. pool

You do: **too, room, fool**

Pupil Book: Have pupils read words to their partner on page 73.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 74.

Words: lion, hippo, pool

📖 Pupil Reading

Pupil Book: Pupil Book: Teacher reads story with pupils.

📖 Rhyming Words

Say: This poem has rhyming words. They are spelled alike. Let us find the rhyming words in the poem.

I/We do: **zoo/too, day/stay**

You do: **day/stay, fool/pool, noon/moon, float/boat, sun/fun**

✍ Writing Classwork

Classwork: Write on the board:

A farmer keeps cows. A farmer is here.

Read the sentences to the children. Tell the children to write two more sentences about a farmer.

🏠 Writing Homework - (Homework Book 2 page 68)

Pupils choose five words and write their own sentences.

Pupil book: pool, float, boat, fool, pool, swim, coast, moon, zoo, choose

Week 15 Days 3 and 4

The farm Reading



The farmer

There was a farmer who had cows, and a goat or two.
But he also had a nice small zoo.
He got one big lion on a nice day.
And then there was a hippo to stay.
The farmer was not a fool.
He made for the hippo a very nice pool.
The hippo got in the pool at noon.
And stayed there till she saw the moon.
But, the lion wanted to swim too,
And not only stay in the zoo.
So one day he ran with hippo to the pool.
And now they swim and float.
They love playing with the boat.
The farmer loves to sit in the sun.
And see the lion and hippo having fun.

74

Week 15 Day 5

The farm

Revision

Read the sounds. Read the words.

★ coat	float	boat
goat	zoo	too
pool	choose	blow
slow	grow	flow

1. The goat can float on the water.
2. The goat will swim in the pool.

Tiny seed

Dear tiny seeds,

I want to know, the things you need to make you grow.

You need soil to give you food.

You need light to make you look good.

Weeds near you are not good.

They take your light, they eat your food.

When you have grown and you are food, we harvest you and you taste good.



75

★ Word Reading and Assessment

Write the rows of the words and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- to stay at the top of the water?
- water that you can swim in?
- something that you wear when it is cold?

🗣️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: seed, grow, light

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about the seeds need to grow.

- Have you ever planted a seed? What was it like?

Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner one thing that would happen in the story. Did it happen?

💡 Questions

I do: **What is not good for plants?**

We do: **Can sunshine be bad for seeds?**

You do: **What do plants need to give them food? Do you think seeds need anything else to make them grow?**

✍️ Writing Classwork

Pupils complete a dictation with the following words: **goat, float, fool, moon, choose, zoo, toad, load, coat, coast**

📖 Writing Homework - (Homework Book 2 page 70)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

When asking comprehension questions ensure that the pupils go back and check if the answer is in the story.

Week 16 Days 1 and 2

Environment

Reading

Practise reading the letter sounds.

■ -ou

Read the sounds. Read the words.

● l ou d	s ou nd	r ou nd	f ou nd
loud	sound	round	found
m ou th	h ou se	m ou se	
mouth	house	mouse	

✚ Move your finger to connect the sentence with the pictures.

Tim hears a loud sound.



Tim found a mouse in the house.



Tim opens his mouth.



76

Week 16 Days 1 and 2

Environment

Revision



The mouse

The big round grey mouse
Was in our very fine house.
Sarah heard a funny sound
So she looked around.
She looked on the ground,
But there was no mouse to be found.
Then the mouse came out
And Penina began to shout!
She took the broom
And BOOM!!!!
She hit the big round grey mouse with the broom.
The mouse ran out of our house.

77

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the end of the word.

I/We do: /au/. mouth/made. /th/. path

You do: /au/.made, loud, sound /th/. Path, cloth, bread, breath

Letter Sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

I/We do: o and u. /ao/. t and h. /th/

You do: 'ou', 'th'

Word Reading

Pocket chart: Say each sound in the word. Blend the sounds. Say the word. Add a new letter at the beginning. Repeat

Pupils book: Pupils say word. Pupils write words.

I/We do: /r/ao/nd. round, /f/ao//nd. found, /s/ao//nd/. sound

You do: house, mouse

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 77.

Words: mouse, broom, ground

Get Ready to Read

We do: Open your book to page 77. Read the title together.

Say: The poem is about a big grey mouse. Have you seen a mouse?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner one thing that you thought would happen in the story. Did it happen?

Questions

I do: What did Penina see when she looked around?

We do: Does Penina fear a mouse?

You do: What did Penina use to fight the mouse? Did Penina kill the mouse?

Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil book: broom, bride, house, sound, brake, trap, mouth, found, loud, round

Writing Homework - (Homework Book 2 page 72)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 16 Days 1 and 2

Environment Reading

Practise reading the letter sounds.

■ -ou

Read the sounds. Read the words.

● l ou d	s ou nd	r ou nd	f ou nd
loud	sound	round	found
m ou th	h ou se	m ou se	
mouth	house	mouse	

✚ Move your finger to connect the sentence with the pictures.

Tim hears a loud sound.



Tim found a mouse in the house.



Tim opens his mouth.



76

Week 16 Days 1 and 2

Environment Revision



The mouse

The big round grey mouse
Was in our very fine house.
Sarah heard a funny sound
So she looked around.
She looked on the ground,
But there was no mouse to be found.
Then the mouse came out
And Penina began to shout!
She took the broom
And BOOM!!!!
She hit the big round grey mouse with the broom.
The mouse ran out of our house.

77

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /m//ao//th/. mouth

You do: sound, found, round, loud, ground

★ Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: 't' and 'h'. /th/. 'o' and 'u'. /ao/

You do: 'th', 'ou'

● Word Reading

Pocket chart: Say each sound in the word. Blend the sounds to say the word. Add a new letter at the beginning. Blend and say the new word.

Pupils book: Pupils say word. Pupils write words.

I/We do: /s//ao//nd/. sound. /f//ao//nd/. found

You do: ground/around, house/mouse

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use in sentence. Ask children to find the word in red in the story on page 77.

Words: broom, mouse, ground

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💎 Read with expression

Read the sentence with expression. Ask pupils to read with expression

"She took the broom and BOOM!!!!"

💎 Rhyming Words

Say: This poem has rhyming words.

I/We do: Mouse/house, sound/around, ground/found, out/shout, broom/boom

You do: sound/around, ground/found, out/shout, broom/boom, mouse/house

✍ Writing Classwork

Write words on the board. Pupils make correct sentences

- hit the big She mouse
- hit the big She goat
- hit the big She cow
- big round The mouse
- mouse ran The out the house of

📖 Writing Homework - (Homework Book 2 page 74)

Pupils choose a word to fill the gap.

mouse broom ground found house

- The mouse was not _____
- The big _____ is in our house.
- She took the _____ to sweep with.
- She looked on the _____.
- She ran out of her _____

Week 16 Days 3 and 4

Environment

Reading

Read the letter sounds.

■ br- tr-

Read the sounds. Read the words.

●	br a ve	br ai n	br u sh	
	brave	brain	brush	
	br oo m	br ow n		
	broom	brown		
<hr/>				
tr ee	tr a de	tr y	tr ay	tr u nk
tree	trade	try	tray	trunk

✚ Solve the riddle using the words above.

1. I am green with a trunk. You can cut me down. Who am I? _____
2. I am a colour. Dirt looks like me. Who am I? _____
3. You need me to sweep. I am made from a tree. Who am I? _____
4. I am in your head. I help you read. Who am I? _____

78

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word.

I/We do: /tr/. tree/call. trade/call/train/try

You do: /tr/. call/train/try /br/. Brave/brain/boat/drink

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /tr//ei/. tray /br//a//sh. Brush, /br//au//n/. brown, /br//ei//n/. brain

You do: trunk, tree, broom, brain

Pupil Book: Have pupils read words to their partner on page 78.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: trip, plant, dig

Get Ready to Read

I/We do: Read the title together.

This story is about a trip to plant trees.

- Have you ever gone on a trip? Where did you go?
- Have you ever planted a tree? How did you do it?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Say: Before your read, you told your partner what you thought would happen in the story. Did you get it right? Why or why not?

Questions

I do: Who wants to plant new trees?

We do: Are they planting the trees nearby?

You do: Who goes with Brenda to plant trees? Is planting trees fun?

Writing Classwork

Pupils write their own sentences using the following words.

trees trip broom plant ground

1. They go on a _____.
2. They plant _____.
3. You can make a _____.
4. You must _____ a tree.
5. They dig holes in the _____ and plant trees.

Writing Homework - (Homework Book 2 page 76)

Pupils choose a word to fill in sentences. Pupils read sentences to someone at home.

1. 'my father wants to plant new trees.
2. 'he tells her to come with him.
3. 'he tells her friends to come with him.
4. 'they go on a trip and plant trees.
5. 'they dig holes in the ground.

Week 16 Days 3 and 4

Environment

Revision



The tree planting trip

Brenda's father wants to plant new trees. He tells her and her friends to come with him. They go on a trip and plant trees. They dig holes in the ground and plant the trees. Father says, "When you are big, the trees will be big, too. You can use them for many things. You can make a broom or build a house." But then father says, "When you cut one, you have to plant two!"

79

Week 16 Days 3 and 4

Environment Reading

Read the letter sounds.

■ br- tr-

Read the sounds. Read the words.

● br a ve br ai n br u sh
brave brain brush

br oo m br ow n
broom brown

tr ee tr a de tr y tr ay tr u nk
tree trade try tray trunk

✚ Solve the riddle using the words above.

1. I am green with a trunk. You can cut me down. Who am I? _____
2. I am a colour. Dirt looks like me. Who am I? _____
3. You need me to sweep. I am made from a tree. Who am I? _____
4. I am in your head. I help you read. Who am I? _____

78

Week 16 Days 3 and 4

Environment Revision



The tree planting trip

Brenda's father wants to plant new trees. He tells her and her friends to come with him. They go on a trip and plant trees. They dig holes in the ground and plant the trees. Father says, "When you are big, the trees will be big, too. You can use them for many things. You can make a broom or build a house." But then father says, "When you cut one, you have to plant two!"

79

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /br//uu//m/. broom

You do: Brain, trap, try, train, grain

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /br//ei//k/. brake

You do: bride, trip tree, trade, brain

Pupil Book: Have pupils read words to their partner on page 78.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 79.

Words: trip, plant, dig

Pupil Reading

Pupil Book: Teacher reads story with pupils (stop and visualize the underlined sentence).

Grammar

In our reading, Father says, You can make a broom or build a house. The word or tells us about two things we can do. We can use the word or talk about two things we can do. We could say, "I can play or I can read".

I/We do: _____ can _____ or _____.

You do: _____ can _____ or _____

Writing Classwork

Write on the board:

They go on a trip to plant trees. My father wants to plant new trees.

Read the sentences to the children. Tell the children to write two more sentences about tree planting.

Writing Homework - (Homework Book 2 page 78)

Pupils choose five words and write their own sentences.

Pupil book: trip, plant, dig, brave, boat, drink, brain, brush, sound, brake

Teacher tip

It is important to read through the lesson before you start teaching. Good preparation makes a good lesson.

Week 16 Day 5

Environment

Revision

Read the sounds. Read the words.

★ tree	trunk	trap
trip	broom	brush
bride	brake	house
mouse	ground	sound

1. The tree has a big trunk.
2. The mouse was in the trap.

How to make your own broom

Do you know how to make your own broom?

This is how you can do it.

1. Find a small tree trunk for the stick.
2. Find some small thin twigs.
3. Use a rope to wrap the twigs around the end of the small tree trunk.



Now you have your own broom.

Trees are good for many things.

When you cut one, you should also plant two!

80

Pupil Reading

Pupil Book: Pupils read silently to themselves.

Questions

I do: **What do you get first when you want to make a broom?**

We do: **Is it easy to make a broom?**

You do: **What is used to wrap twigs on the trunk? Why do we need to plant new trees?**

Writing Classwork

Pupils complete a dictation with the following words:

broom, bride, house, sound, brake, trap, mouth, found, loud, round

Writing Homework - (Homework Book 2 page 80)

Pupils write original sentences with five dictation words of their choice.

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence. Repeat for each row.

Ask: **Who can come and point to a word that means:**

- a part of a tree?
- something you use to sweep?
- something you open to enter the house?

Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: rope, twig, trunk

Get Ready to Read

I/We do: Read the title together.

This reading is about how to make a broom.

- Have you ever seen a broom?
- Have you used one?
- What was it like?

Week 17 Days 1 and 2

Home equipment Word Study

Practise reading the letter sounds.

■ -ew

Read the sounds. Read the words.

● n ew	f ew	d ew
new	few	dew
ch ew	gr ew	st ew
chew	grew	stew

✚ Read the story. Use the words from the box to fill in the dash.

chew new stew

Joy liked to eat _____
with a few chips. Joy would
_____ the meat in the
stew and eat the hot chips. She
would eat and eat. Her legs
grew and grew. Now she can
not fit in her _____ shirt.



81

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound.

I/We do: /iu/. New/snow

You do: few, grew, dew

Word Blending 1

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /gr//iu/. grew

You do: dew, chew, stew

Pupil Book: Have pupils read words to their partner on page 81.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 82.

Words: dew, door step, slip

Get Ready to Read

We do: Open your book to page 82. Read the title together.

This story is about dew.

- Have you ever been outside in the morning before the sun goes up?
- Have you seen dew?

Talk about the pictures. Have pupils tell their partner one thing that they think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: What are Joy and Ken doing?

We do: What work is Joy doing at home?

You do: Why did Ken slip and fall? Did the pot break?

Writing Classwork

Classwork: Pupils copy words for Friday dictation in class.

Pupil book: dew, stew, glad, clap, slip, few, new, chew, grew, flow

Writing Homework - (Homework Book 3 page 2)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 17 Days 1 and 2

Home equipment Reading



Dew makes a mess

Today, Joy and Ken are helping at home.
Joy cleans the floor.
She has to clean the dew from the door step too.
Dew is water and it can make one slip and fall.
Next, Ken cleans the new pot and takes it out.
But there is still dew on the door step.
Ken slips and falls with the new pot. BOOM!
The pot goes in the air and falls on Ken's head.
"Pffew!" says Ken.
That did not go well!

82

Week 17 Days 1 and 2

Home equipment

Word Study

Practise reading the letter sounds.

■ -ew

Read the sounds. Read the words.

● n ew	f ew	d ew
new	few	dew
ch ew	gr ew	st ew
chew	grew	stew

✚ Read the story. Use the words from the box to fill in the dash.

chew new stew

Joy liked to eat _____ with a few chips. Joy would _____ the meat in the stew and eat the hot chips. She would eat and eat. Her legs grew and grew. Now she can not fit in her _____ shirt.



81

🔊 Oral Blending

Oral: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//iu/. **stew**

You do: **few, grew, new**

■ Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: 'o' and 'a'. /oa/ 'e' and 'w'. /iu/

You do: 'oa'. /oa/ ew. /iu/

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//iu/. **few**

You do: **chew, stew, grew**

Pupil book: Open book to page 81. Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use in sentence. Pupils find the word in red in the story.

Words: dew, door step, slip

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💎 Read with expression

Read the sentence with expression. Ask pupils to read with expression.

Ken falls with the pot and out comes the sound 'boom'.

💎 Grammar

"Ken slips and falls with the new pot". We use the word new to tell us about the pot. Use words to talk about the pot.

I/We do: S/He has a _____ pot.

You do: He/she has a _____ pot.

✍ Writing Classwork

Pupils correct the sentences.

1. does How Ken fall?
2. does slip How Ken?
3. does How go Ken down?
4. cleans the floor Joy.
5. cleans dew from the floor She.

📖 Writing Homework - (Homework Book 3 page 4)

Pupils choose a word to fill the gap.

dew slips stew new few floor

1. Joy cleans the _____.
2. She has to clean the _____.
3. Ken cleans the _____ pot.
4. He _____ and falls
5. The _____ is in the pot

Week 17 Days 1 and 2

Home equipment

Reading



Dew makes a mess

Today, Joy and Ken are helping at home.

Joy cleans the floor.

She has to clean the dew from the door step too.

Dew is water and it can make one slip and fall.

Next, Ken cleans the new pot and takes it out.

But there is still dew on the door step.

Ken slips and falls with the new pot. BOOM!

The pot goes in the air and falls on Ken's head.

"Pffew!" says Ken.

That did not go well!

82

Week 17 Days 3 and 4

Home equipment

Word Study

Practise reading the letter sounds.

■ cl sl bl fl gl

Read the sounds. Read the words.

cl o ck	cl a p	cl i ck		
clock	clap	click		
sl a p	sl ee p	sl i p	sl ay	sl i t
slap	sleep	slip	slay	slit
bl o ck	bl a ck			
block	black			
fl a t	fl i p	fl o p	fl a p	
flat	flip	flop	flap	
gl a d	gl oo m y	gl o b e	gl a ss	
glad	gloomy	globe	glass	

83

Sounds Recognition

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound.

I/We do: /gl/. glad/goat

You do: game, gloomy, grass, glass

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /gl//oa//b/. globe

You do: flat, clock, slap, sleep, block

Pupil Book: Have pupils read words to their partner on page 83.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 84.

Words: throat, cluck, bleh

Get Ready to Read

I/We do: Read the title together.

Say: This is a poem about the gloomy goat and the happy hen.

- Between a goat and a hen, which one do you like more than the other? Why?

Tell your partner one thing you think will happen in this story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

Questions

I do: **Where** were gloomy goat and happy hen playing?

We do: **Why** does Janet copy what the goat and the hen said?

You do: **What** sound is made by hen when she is happy? Is Janet hungry?

Writing Classwork

Pupils write their own sentences using the following words.

cluck glass pen play goat

- The hen will _____
- Goat and hen play in the _____.
- I am not a _____.
- I like to _____ near the pen.
- She is drinking milk from a _____

Writing Homework - (Homework Book 3 page 6)

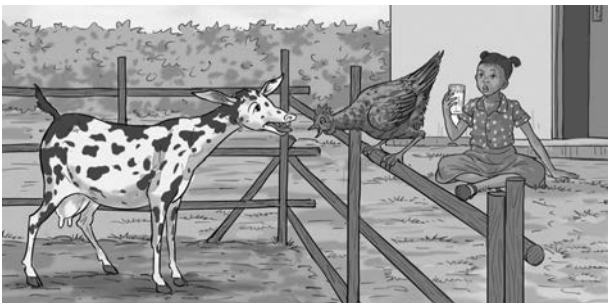
Say: Write these sentences correctly starting each sentence with a capital letter.

- home at is Janet.
- come class from has she.
- the two play in the pen.
- goat are you a?
- play near a pen I like to.

Week 17 Days 3 and 4

Home equipment

Reading



Gloomy goat and happy hen

Janet is at home.
She has come from class.
She is drinking milk from a glass.
And sitting on the grass
She is watching the gloomy goat and the happy hen.
The two play in the pen.
The gloomy goat goes, "bleh, bleh,"
And Janet goes, "bleh, bleh,"
The Happy hen goes, "cluck, cluck,"
And Janet goes, "cluck, cluck."
Mama says, "Janet, are you a goat?
That did sound good in your throat."
A goat I am not.
A hen I am not.
But I like to play near the pen.

84

Week 17 Days 3 and 4

Home equipment Word Study

Practise reading the letter sounds.

■ cl sl bl fl gl

Read the sounds. Read the words.

● cl o ck cl a p cl i ck

clock clap click

sl a p sl ee p sl i p sl ay sl i t

slap sleep slip slay slit

bl o ck bl a ck

block black

fl a t fl i p fl o p fl a p

flat flip flop flap

gl a d gl oo m y gl o b e gl a ss

glad gloomy globe glass

83

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /k/ /a/ /p/. clap

You do: black, slip, flip

Word Blending 2

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /b/ /l/ /a/ /k/. black

You do: block, click, slit, slay

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use in a sentence. Pupils find the word in red in the story. on page 84.

Words: bleh, cluck, throat

Pupil Reading

Pupil Book: Teacher reads the story with the pupils

Read with expression

Read the sentence with expression. Ask pupils to read with expression.

The gloomy goat goes, "bleh, bleh".

Rhyming Words

This poem has rhyming words. They are spelled alike. Say the word. Say the rhyming word.

I/We do: glass/grass, hen/pen, goat/throat

You do: hen/pen, goat/throat

Writing Classwork

Classwork: Blackboard: The goat is in the pen. The goat and the hen are in the pen.

Read the sentences to the children. Tell the children to write two more sentences about the animals

Writing Homework - (Homework Book 3 page 8)

Pupils choose five words and write their own sentences.

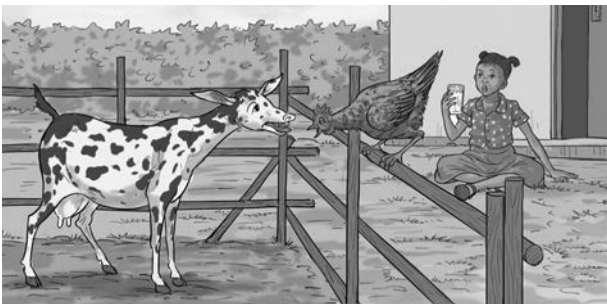
1. pen, glass, throat, hen, clap, black, slip flip, block, flip.

Teacher tip

Ensure that you motivate the pupils by praising them every time they get something right.

Week 17 Days 3 and 4

Home equipment Reading



Gloomy goat and happy hen

Janet is at home.
She has come from class.
She is drinking milk from a glass.
And sitting on the grass
She is watching the gloomy goat and the happy hen.
The two play in the pen.
The gloomy goat goes, "bleh, bleh,"
And Janet goes, "bleh, bleh,"
The Happy hen goes, "cluck, cluck,"
And Janet goes, "cluck, cluck."
Mama says, "Janet, are you a goat?
That did sound good in your throat."
A goat I am not.
A hen I am not.
But I like to play near the pen.

84

Week 17 Day 5

Home equipment

Revision

Read the sounds. Read the words.

★ few	new	dew	stew
glad	glow	clean	cluck
slip	slow	float	flow

1. The dew made me slip and fall.
2. Then the hen went cluck.

How to cook stew

You need:

- water
- salt
- spices
- a few tomatoes
- meat
- a big sufuria
- a very big spoon
- firewood

Then you:

1. Clean the sufuria.
2. Get dry firewood. Light the fire.
3. Get some water in a bucket.
4. Put the sufuria on the fire.
5. Add the water.
6. Chop the meat.
7. Put the meat in the sufuria. Add a few tomatoes.
8. Add salt and spices to make the stew tasty.
9. Stir with the very big spoon till the stew is ready.
10. Put the stew in a bowl and enjoy it!



85

Pupil Reading

Pupil Book: Pupils read silently to themselves.

Questions

I do: **Why do we need dry firewood when preparing stew?**

We do: **Why do we need a big spoon to stir the stew?**

You do: **Where do we put the meat after we have chopped it?**

Why do you think we chop the meat?

Writing Classwork

Pupils complete a dictation with the following words: **dew, stew, glad, clap, slip, few, new, chew, grew, flow**

Writing Homework - (Homework Book 3 page 10)

Pupils write original sentences with five dictation words of their choice.

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- a meal made from meat and vegetables and has soup?
- the sound made by a hen?
- being on top of water, being helped by water to stay up?

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 85.

Words: spices, bucket, bowl

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about how to cook stew.

- Have you ever cooked a meal? Which meal?

Tell your partner what you think will happen in the story.

Week 18 Days 1 and 2

The farm Word Study

Practise reading the letter sounds.

■ -er

Read the sounds. Read the words.

● f ar m er farmer	dr i v er driver	s ell er seller
l ea d er leader	b uy er buyer	r ea d er reader
t ea ch er teacher	r i ch er richer	gr ee n er greener

✚ Solve the riddle using the words above.

1. I plant maize and beans. I keep sheep and cows. Who am I? _____
2. I have many books. I read and read. Who am I? _____
3. I have a car. I go many places. Who am I? _____
4. I teach the class. It is my job. Who am I? _____

86

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if the word has the sound.

I/We do: /aa/. **farmer/ham**

You do: **her, stir, pupil, driver, seller, teacher**

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /dr//ai//v//a/. **driver**

You do: **reader, take, shed, long**

Pupil Book: Have pupils read words to their partner on page 86.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 87.

Words: worker, share, driver

Get Ready to Read

We do: Open your book to page 87. Read the title together.

This reading is about a farmer that gets a new cow.

- Have you ever been to a farm?
- Did you see cows? Where did they keep them?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: **What happened to Mr. Musa last Friday?**

We do: **Is it easy to make a cow shed?**

You do: **Why is the new cow happy now? Why does the farmer make the new cow a new cow shed?**

Writing Classwork

Pupils copy words for Friday dictation in class.

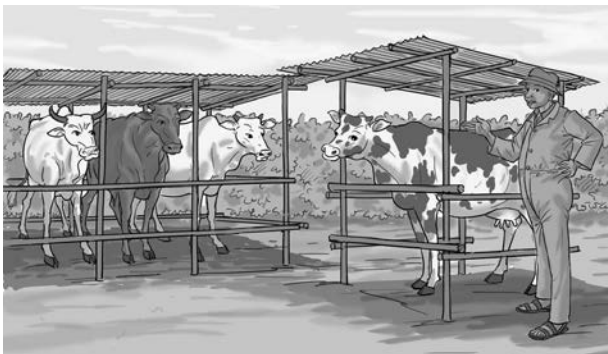
worker, farmer, driver, sing, song, wings, seller, richer, buyer, leader.

Writing Homework - (Homework Book 3 page 12)

Pupils copy words for Friday dictation. Pupils read words to someone at home.

Week 18 Days 1 and 2

The farm Reading



The new cow

Mr. Musa is a farmer. He plants maize and beans. He also keeps sheep and cows. Last Friday, he got a new cow. He got the truck driver to bring the new cow home. The other cows did not like the new cow. They did not want to share their cow shed. The farmer got a worker to make a shed for the new cow. The worker worked fast. He used a hammer and some nails. He made a good shed for the new cow. Today, the new cow is happy.

87

Week 18 Days 1 and 2

The farm Word Study

Practise reading the letter sounds.

■ -er

Read the sounds. Read the words.

● f ar m er	dr i v er	s ell er
farmer	driver	seller
l ea d er	b uy er	r ea d er
leader	buyer	reader
t ea ch er	r i ch er	gr ee n er
teacher	richer	greener

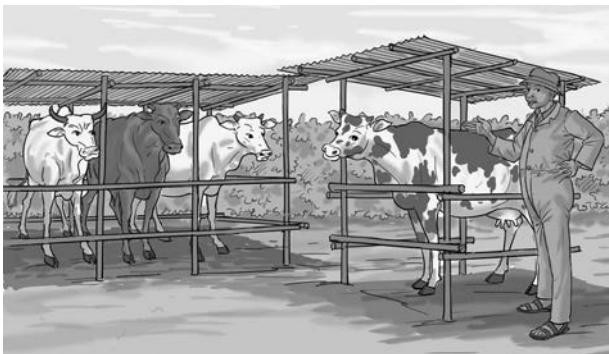
✚ Solve the riddle using the words above.

1. I plant maize and beans. I keep sheep and cows. Who am I? _____
2. I have many books. I read and read. Who am I? _____
3. I have a car. I go many places. Who am I? _____
4. I teach the class. It is my job. Who am I? _____

86

Week 18 Days 1 and 2

The farm Reading



The new cow

Mr. Musa is a farmer. He plants maize and beans. He also keeps sheep and cows. Last Friday, he got a new cow. He got the truck driver to bring the new cow home. The other cows did not like the new cow. They did not want to share their cow shed. The farmer got a worker to make a shed for the new cow. The worker worked fast. He used a hammer and some nails. He made a good shed for the new cow. Today, the new cow is happy.

87

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /t//ii//ch//a/. teacher

You do: **seller, reader, richer, farmer**

★ Naming Letters and Sounds

Name the letters. Say the sound.

I/We do: 'e' and 'r'. /a/

You do: 'er' /a/.

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /r//ii//d//a/. reader

You do: **buyer, leader, greener**

Pupil book: Open book to page 86. Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use in a sentence. Ask pupils to find the word in red in the story on page 87.

Words: share, worker, driver

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💡 Questions

Draw table on board.

- What happened at the beginning?
- What happened in the middle?
- What happened at the end? Write response in table.

✍ Writing Classwork

Write words on the board. Pupils correct the sentences.

1. does new stay Where the cow?
2. does sleep new Where the cow?
3. does new where eat the cow?
4. does new play the Where cow?
5. does new walk Where cow the?

📖 Writing Homework - (Homework Book 3 page 14)

Pupils choose a word to fill the gap.

share worker driver farmer hammer

1. He is a _____ because he plants maize.
2. They did not want to _____ their cow shed.
3. He got the truck _____ to bring the new cow.
4. The farmer got a _____ to make a shed.
5. He used a _____ and some nails.

Week 18 Days 3 and 4

The farm

Word Study

Read the sounds. Read the words.

■ -ng

Read the sounds. Read the words.

● s i n g	s a n g	s o n g	br i n g
sing	sang	song	bring
th i n g	w i n g	h a n g	l u n g
thing	wing	hang	lung
l o n g	str o n g		
long	strong		

✚ Move your finger to connect the sentences with the pictures.

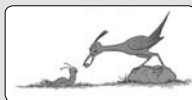
1. The bird sang a happy song.



2. The birds brings a thing to the nest.



3. The bird has a sore wing.



88

Week 18 Days 3 and 4

The farm

Reading



Morning song

I hear the birds in the tree sing.
It is a happy song.
It says the sun is up
and will shine bright and strong.
It is time for us to wake up
and sing our morning song.
We sing loud with the old cock
and he crows on and on.
Each day we know the time
without the new mobiles, or the old wall clocks.
We know when to wake up
by the songs of the birds and cocks.

89

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word.

I/We do: /ng/. sing/sand

You do: sand, wing, long, sang, land

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /s//o//ng/. song

You do: sang, bring, thing, tree

Pupil Book: Have pupils read words to their partner on page 88.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 89.

Words: morning, clock, song

Get Ready to Read

I/We do: Read the title together.

Say: This is a poem about a waking up in the morning.

- How do you wake up in the morning?
- What do you do?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

Questions

I do: Where are the birds?

We do: Are clocks good?

You do: How does the writer know when to wake up? Do you think the writer lives in town or upcountry? Why?

Writing Classwork

Pupils write their own sentences using the following words.

birds song know loud cock

1. It is a happy _____.
2. I hear the _____ sing.
3. We sing _____ with the old cock.
4. We _____ when to wake up.

Writing Homework - (Homework Book 3 page 16)

Say: Every sentence starts with a capital letter. Write these sentences correctly starting each sentence with a capital letter.

1. I hear the birds sing.
2. the sun is up.
3. we sing loud with the old cock.
4. we know the time without the new mobiles.
5. we know when to wake up.

Week 18 Days 3 and 4

The farm

Word Study

Read the sounds. Read the words.

■ -ng

Read the sounds. Read the words.

● s i n g	s a n g	s o n g	br i n g
sing	sang	song	bring
th i n g	w i n g	h a n g	l u n g
thing	wing	hang	lung
l o n g	str o n g		
long	strong		

✚ Move your finger to connect the sentences with the pictures.

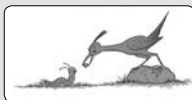
1. The bird sang a happy song.



2. The birds brings a thing to the nest.



3. The bird has a sore wing.



88

Week 18 Days 3 and 4

The farm

Reading



Morning song

I hear the birds in the tree sing.
It is a happy song.
It says the sun is up
and will shine bright and strong.
It is time for us to wake up
and sing our morning song.
We sing loud with the old cock
and he crows on and on.
Each day we know the time
without the new mobiles, or the old wall clocks.
We know when to wake up
by the songs of the birds and cocks.

89

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /br//i//ng/. bring

You do: thing, song, hang, lung

Word Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /l//o//ng/. long

You do: sang, sing, wing, strong

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 89.

Words: clock, song, morning

Pupil Reading

Pupil Book: Teacher reads story with pupils.

Grammar

Read sentence: Explain why we use the language pattern. Model sentence. Ask pupils to make a sentence and share.

The word 'or' tells us about two things we can do. We could say, "I can play or read".

I/We do: I can _____ or _____

You do: I can _____ or _____

Writing Classwork

Write on the board:

The birds are in the tree. I hear the birds sing.

Read the sentences. Ask the pupils to write two more sentences about the birds

Writing Homework - (Homework Book 3 page 18)

Pupils choose five words and write their own sentences.

bring, thing, song, hang, lung, bring, morning, clock, wing, strong

Week 18 Day 5

The farm

Word Study

Read the sounds. Read the words.

★ farmer	driver	worker	teacher
sing	wing	song	long
bird	skirt	dirt	girl

1. The farmer has a new cow.
2. The song was very long.

What is a bird?

What do birds have that other animals do not?

Is it the wings?

No, insects have wings too, like the bee.

Is it their two legs?

No, other animals have two legs too, like the monkey.

Is it the eggs?

No, other animals have eggs too, like a lizard.

Is it the nest?

No, other animals make nests too, like a snake.

Is it the feathers, then?

Yes, it is the feathers.

Only birds have feathers.



90

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each word.

I/ We/ You do: Read each sentence. Repeat for each word.

Who can come and point to a word that means:

- A person who has animals and plants food?
- Something you sing?
- An animal that flies?

🗣️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 90.

Words: feathers, insects, wings

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about birds.

- Have you ever seen a bird?
- What does it look like?

Tell your partner what you think will happen in this story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

You told your partner one thing you thought would happen in this story. Did it happen?

💎 Questions

I do: **Do bees have wings?**

We do: **Is it good for birds to have feathers?**

You do: **What do birds and lizards both have?**

✍️ Writing Classwork

Classwork: Pupils complete a dictation with the following words: **worker, farmer, driver, sing, song, wings, seller, richer, buyer, leader.**

📖 Writing Homework - (Homework Book 3 page 20)

Pupils write original sentences with five dictation words of their choice.

Week 19 Days 1 and 2

Weather Word Study

Practise reading the letter sounds.

■ -ing

Read the sounds. Read the words.

r e a d i n g	s i n g i n g	v i s i t i n g
reading	singing	visiting
g l o w i n g	p l a y i n g	t a l k i n g
glowing	playing	talking

✚ Move your finger to connect the sentence with the picture.

Mr. Musa is reading a book.



Mr. Musa is playing football.



Mr. Musa is singing in church.



Mr. Musa is visiting his sister.



91

Week 19 Days 1 and 2

Weather Reading



The wind

The sun is glowing,
But the clouds are forming.
I know the rain will come.
The children are out playing.
They will not be happy.
The trees begin to sway.
A strong wind comes.
The leaves begin to fall.
Whooooooosh!
The wind is very strong.
Then the wind stops.
I look up.
The clouds are gone!
The children run away happy.

92

👍 Thumbs up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound.

I/We do: /ing/. **Reading/read**

You do: **singing, visiting, visit**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Say the word.

I/We do: /gl//ow//ing/. **glowing**

You do: **playing, talking, wind, clouds**

Pupil Book: Have pupils read words to their partner on page 91.

🗉 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 92.

Words: glowing, forming, leaves

📖 Get Ready to Read

We do: Open your book to page 92. Read the title together.

This poem is about the wind.

- **Have you ever been outside on a windy day? What was it like?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

💡 Questions

I do: **Where are the children?**

We do: **Why does the writer think the rain will come?**

You do: **Did the weather stay the same in the poem?**

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Pupil book: singing, grass, mess, reading, miss, standing, talking, playing, visiting, glowing.

📖 Writing Homework - (Homework Book 3 page 22)

Pupils copy words for Friday dictation. Pupils read words to someone at home.

Week 19 Days 1 and 2

Weather Word Study

Practise reading the letter sounds.

■ -ing

Read the sounds. Read the words.

● r e a d i n g	s i n g i n g	v i s i t i n g
reading	singing	visiting
g l o w i n g	p l a y i n g	t a l k i n g
glowing	playing	talking

✚ Move your finger to connect the sentence with the picture.

Mr. Musa is reading a book.



Mr. Musa is playing football.



Mr. Musa is singing in church.



Mr. Musa is visiting his sister.



91

🔊 Oral Blending

Oral: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//a//nd//ing/. standing

You do: singing, shining, going, coming

■ Naming Letters and Sounds

Name the letters. Name the sound.

I/We do: 'i', 'n' and 'g'. /ing/

You do: 'ing'.

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add the letters '-ing' at the end of the word.

I/We do: /s//i//ng. sing/singing

You do: jump/jumping, feed/feeding, pack/packing

Pupil book: Pupils read words to their partner on page 91.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story.

Words: forming, glowing, leaves

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💎 Read with expression

Read the sentence with expression. Ask pupils to read with expression.

The wind is making a sound. Listen to me read the word making the sound of the wind. "Whoooooosh!"

💎 Grammar

Say: In our poem, it says, "the rain will come". We use the word will to talk about something that is going to happen.

I/We do: The _____ will come.

You do: The _____ will come.

✍ Writing Classwork

Write words on the board. Pupils correct the sentences.

1. come When the wind will?
2. come clouds the When will?
3. come When sun the will?
4. come When the will stars?
5. When come the storm will?

📖 Writing Homework - (Homework Book 3 page 24)

Pupils choose a word to fill the gap.

playing glowing sway rain

1. The sun is _____.
2. I know the _____ will come.
3. The children are out _____.
4. The trees begin to _____.

Week 19 Days 1 and 2

Weather Reading



The wind

The sun is glowing,
But the clouds are forming.
I know the rain will come.
The children are out playing.
They will not be happy.
The trees begin to sway.
A strong wind comes.
The leaves begin to fall.
Whoooooosh!
The wind is very strong.
Then the wind stops.
I look up.
The clouds are gone!
The children run away happy.

92

Week 19 Days 3 and 4

Weather

Word Study

Practise reading the letter sounds.

■ -ss

Read the sounds. Read the words.

● cl a ss	l o ss	p a ss
class	loss	pass
l e ss	m e ss	gl a ss
less	mess	glass
m i ss	dr e ss	gr a ss
miss	dress	grass

✚ Solve the riddle using the words in the box.

dress grass class

1. I am green and in the ground. Who am I? _____
2. Girls wear me to church. Who am I? _____
3. I have a teacher. Who am I? _____

93

Week 19 Days 3 and 4

Weather

Reading



Rain is life

When it is raining, farmers are happy.
 Animals are happy too.
 Rain makes the soil wet.
 When the soil is wet, grass will grow.
 The animals will have food.
 The farmer will plant crops when the soil is wet.
 The rain will make the crops grow.
 At times the rain is too much.
 The animals don't find time to eat.
 Too much rain makes the crops a mess.
 At other times the rain is not much.
 The grass does not grow.
 The animals miss food.
 The crops dry up.
 The farmer feels the loss and hopes the rain comes soon.

94

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if they hear the sound at the beginning of the word.

I/We do: /s/. less/rush

You do: rush, class, loss, pass

Word Blending 1

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /gr//a//s/. grass

You do: mess, miss, dress, eat

Pupil Book: Have pupils read words to their partner on page 93.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 94.

Words: too much, not much, crops

Get Ready to Read

I/We do: Read the title together.

This reading is about the importance of rain.

- Why do you think we need rain?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

Questions

I do: **When are the farmers happy?**

We do: **Why are the farmers sad if there is no rain?**

You do: **What does rain do to the soil? Is it good to have too much rain?**

Writing Classwork

Pupils write their own sentences using the following words.

happy wet grow run food

1. Farmers are _____.
2. Rain makes the soil _____.
3. Grass will _____.
4. Animals will have _____.
5. The children _____ away happy.

Writing Homework - (Homework Book 3 page 26)

Say: Every sentence starts with a capital letter. Write these sentences correctly.

1. the sun is glowing.
2. the clouds are forming.
3. the rain will come.
4. the wind is very strong.
5. the children run away happy.

Week 19 Days 3 and 4

Weather Word Study

Practise reading the letter sounds.

■ -ss

Read the sounds. Read the words.

● cl a ss	l o ss	p a ss
class	loss	pass
l e ss	m e ss	gl a ss
less	mess	glass
m i ss	dr e ss	gr a ss
miss	dress	grass

✚ Solve the riddle using the words in the box.

dress grass class

1. I am green and in the ground. Who am I? _____
2. Girls wear me to church. Who am I? _____
3. I have a teacher. Who am I? _____

93

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /m//i//s/. miss

You do: **dress, mess, glass, gloss, mass**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds.

I/We do: /l//o//s/. loss

You do: **less, class, grass, farmers**

🗑 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 94

Words: crops, too much, not much

📖 Pupil Reading

Pupil Book: Teacher reads the story with the pupils

📖 Questions

I do: **What happens when it rains?**

We do: **What happens when there is too much rain?**

You do: **What happens when there is not much rain?**

✍ Writing Classwork

Write on the board:

The sun is glowing. The sun is very hot.

Read the sentences to the children. Tell the children to write two more sentences about the sun.

📖 Writing Homework - (Homework Book 3 page 28)

Pupils choose five words and write their own sentences.

Pupil book: singing, standing, going, coming, glowing, forming, leaves, feeding, packing, playing.

Teacher tip

When teaching oral blending the teacher is not supposed to write the sounds on the board. This is an oral activity.

Week 19 Days 3 and 4

Weather Reading



Rain is life

When it is raining, farmers are happy.
Animals are happy too.
Rain makes the soil wet.
When the soil is wet, grass will grow.
The animals will have food.
The farmer will plant crops when the soil is wet.
The rain will make the crops grow.
At times the rain is too much.
The animals don't find time to eat.
Too much rain makes the crops a mess.
At other times the rain is not much.
The grass does not grow.
The animals miss food.
The crops dry up.
The farmer feels the loss and hopes the rain comes soon.

94

Week 19 Day 5

Weather Word Study

Read the sounds. Read the words.

★ playing	glowing	jumping	singing
mess	miss	loss	grass
crop	trip	grip	drip

1. The farmer will cut the grass.
2. We will miss playing in the rain.

Playing in the rain

Mother does not like us to play outside when it is raining.

Teacher also does not let us play in the rain.

But Joy likes singing and jumping in the rain.

On Monday, Joy went to play in the rain.

She fell and hurt her leg.

She got mud all over her skirt.

The teacher took her to see a doctor.

Now she will miss class for two days.

She will not play in the rain again.



95

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: say each sound in the word, then say the whole word. Repeat for each word.

I/ We/ You do/: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- Wet drops that fall from the sky?
- A plant that cows eat?
- To go up and down?

🗣️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: Monday, Doctor, miss

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about a girl who likes to play in the rain.

- Have you ever played outside in the rain?
- What was it like?

Tell your partner what you think will happen in this story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

You told your partner one thing that will happen in this story. Did it happen?

💡 Questions

I do: **Who likes to sing and jump in the rain?**

We do: **Why does mother not like Joy to play in the rain?**

You do: **Where did Joy get hurt? Why will Joy miss class for two days?**

✍️ Writing Classwork

Pupils complete a dictation with the following words: **singing, grass, mess, reading, miss, standing, talking, playing, visiting, glowing.**

📖 Writing Homework - (Homework Book 3 page 30)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

Teach at a reasonable pace during the first week. Not too fast nor too slow.

Week 20 Days 1 and 2

Environment

Word Study

Practise reading the letter sounds.

■ -oa

Read the sounds. Read the words.

● t oa d	l oa d	g oa t	c oa t
toad	load	goat	coat

Practise reading the letter sounds.

■ -ou

Read the sounds. Read the words.

● l ou d	pr ou d	r ou nd	gr ou nd
loud	proud	round	ground
s ou nd	p ou nd	m ou se	h ou se
sound	pound	mouse	house

96

Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: broom. /br//uu//mm/

You do: room, load, toad, moon

Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I/We do: o a. /oa/

You do: oa /oa/

Word Reading

Pocket Chart: Say each sound in the word. Blend the sounds.

I/We do: /t//oa//d/. toad, /l//oa//d/. load

You do: goat/coat

Pupil Book: Have pupils read words to their partner on page 96.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 97

Words: lessos, jump, friend

Get Ready to Read

We do: Open your book to page 97. Read the title together.

Say: This story is about boys at the river.

- Have you ever been at a river?
- What did you do there?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: What is the name of Tom's friend?

We do: What did the boys do with the lessos?

You do: Who brought the goats to the river? Is Pat a good person?

Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: goat, loud, house, few, reader, joy, coats, water, river, friend

Writing Homework - (Homework Book 3 page 32)

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 20 Days 1 and 2

Environment

Reading



At the river

Tom has a new friend.
His name is Jim.
They go to swim at the river near Pat's home.
They take off their coats and shorts.
They jump in the water and start to have fun.
Then Tim brings goats to drink at the river.
Tom and Jim get out of the water.
They let the goats drink.
Then they go back to swim.
Now they want to go home.
Tom cannot find his coat and Jim cannot find his shorts.
The goats ate them!
Jim starts to cry.
Pat hears the boy crying.
She brings the boys two lessos.

97

Week 20 Days 1 and 2

Environment

Word Study

Practise reading the letter sounds.

■ -oa

Read the sounds. Read the words.

● t oa d	l oa d	g oa t	c oa t
toad	load	goat	coat

Practise reading the letter sounds.

■ -ou

Read the sounds. Read the words.

● l ou d	pr ou d	r ou nd	gr ou nd
loud	proud	round	ground
s ou nd	p ou nd	m ou se	h ou se
sound	pound	mouse	house

96

Week 20 Days 1 and 2

Environment

Reading



At the river

Tom has a new friend.
His name is Jim.
They go to swim at the river near Pat's home.
They take off their coats and shorts.
They jump in the water and start to have fun.
Then Tim brings goats to drink at the river.
Tom and Jim get out of the water.
They let the goats drink.
Then they go back to swim.
Now they want to go home.
Tom cannot find his coat and Jim cannot find his shorts.
The goats ate them!
Jim starts to cry.
Pat hears the boy crying.
She brings the boys two lessos.

97

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **loud**. /l//au//d/

You do: **sound, round, house**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I do: **ou**. /au/

You do: **ou /au/**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word.

I/We do: /pr//au/ /d/ **proud**.

You do: **ground, pound, mouse**

● **Pupil book:** Open book to page 96. Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use in sentence. Ask children to find the word in red in the story on page 97.

Words: jump, lessos, friend

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read to their partner.

◇ Questions

I do: **What happened at the beginning?**

We do: **What happened in the middle?**

You do: **What happened at the end?**

Write responses in table.

✍ Writing Classwork

Write words on the board. Pupils make correct sentences

1. brings goats to drink Tim.
2. brings to sheep drink Tim.
3. brings cows drink to Tim.
4. let goats drink the They.
5. let cows drink the They.

📖 Writing Homework - (Homework Book 3 page 34)

Pupils choose a word to fill the gap.

jump brings coat ate friend

1. Tom has a new _____.
2. They _____ in the water and have fun.
3. Tim _____ goats to drink at the river.
4. Tom cannot find his _____.
5. The goats _____ his shorts.

Week 20 Days 3 and 4

Environment

Word Study

Read the sounds. Read the words.

■ -ew

Read the sounds. Read the words.

● n ew	dr ew	st ew
new	drew	stew
bl ew	fl ew	ch ew
blew	flew	chew

Read the sounds. Read the words.

▲ -er

Read the sounds. Read the words.

★ t ea ch	f ar m	s ing	r ea d	r ing
teach	farm	sing	read	ring
t ea ch er	f ar m er	s ing er		
teacher	farmer	singer		
r ea d er	r ing er			
reader	ringer			

98

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **flew**. /f//iu/

You do: **drew, new, stew, chew**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds.

I/We do: 'f' and 'l'. /f//

You do: **sl-, pl-**

● Word Reading

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first two letters. Add a new letter.

I/We do: /b//iu/. **blew**, /f//iu/. **flew**

You do: **few/new/pew sort/port.**

Pupil Book: Have pupils read words to their partner on page 99.

📖 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 99.

Words: hold, me, true

👉 Get Ready to Read

I/We do: Open your books to page 99. Read the title together.

Say: This poem is a chat with a big tree.

- Have you ever seen a big tree?
- Can a big tree talk?

Tell your partner what you think will happen.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Teacher reads what the person says. Class reads what the tree says. Class reads aloud.

◇ Questions

I do: **Who** wants to cut a broom?

We do: **What** does Brenda want to do with the broom?

You do: **What** does the big tree give to the birds? Is it good to cut trees?

✍ Writing Classwork

Write on the chalkboard:

home cut big soils

1. She wants to _____ the tree.
2. Trees hold _____ together.
3. It is a _____ tree.
4. The tree gives birds a _____

📖 Writing Homework - (Homework Book 3 page 36)

Say: Write these sentences correctly starting each sentence with a capital letter.

1. i give you air.
2. i give you water.
3. i give the birds a home.
4. i will let you grow.
5. i hold the soils together

Week 20 Days 3 and 4

Environment

Reading



A chat with a big tree

Big tree, big tree,
Brenda wants to cut a broom
Not from me, not from me.
I give you air and water.
Big tree, big tree,
Let me cut a tooth brush.
Not from me, not from me.
I hold the soils together.
Big tree, big tree,
Let me cut a twig.
Not from me, not from me.
I give the birds a home.
It is true, it is true.
I will let you grow, big tree.

99

Week 20 Days 3 and 4

Environment

Word Study

Read the sounds. Read the words.

■ -ew

Read the sounds. Read the words.

● n ew	dr ew	st ew
new	drew	stew
bl ew	fl ew	ch ew
blew	flew	chew

Read the sounds. Read the words.

▲ -er

Read the sounds. Read the words.

★ t ea ch	f ar m	s ing	r ea d	r ing
teach	farm	sing	read	ring
t ea ch er	f ar m er	s ing er		
teacher	farmer	singer		
r ea d er	r ing er			
reader	ringer			

98

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **reader**. /r//ii//d//er/, reads. /r//ii//d//er/

You do: **bring, sang**

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

I/We do: 'e' and 'r'. /er/

You do: -ng

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Add two new letters.

I/We do: /t//ii//ch/. **teach**, /t//ii//ch/ /er/. **teacher**

You do: **sing/singer read/reader ring/ringer**

Pupil Book: Have pupils read words to their partner on page 99.

🗉 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: me, true, hold

📖 Pupil Reading

Pupil Book: Teacher and pupils read the story.

📖 Read with expression

Read with expression. Ask pupils to read with expression. One student reads what the tree says. The other reads what the person says.

! Grammar

Write the sentence 'Do not cut trees' on the board.

Read the sentence. Correct the sentence with a full stop.

We do: Write the sentence on the board. Ask the students if it is correct.

This is a big tree

✍ Writing Classwork

Write on the board:

I saw a bird on a tree. I can climb a tree.

Read the sentences. Pupils to write two more sentences about a tree.

📖 Writing Homework - (Homework Book 3 page 38)

Pupils choose five words and write their own sentences.

Pupil book: teacher, me, you, true, hold, reader, driver, bring, sang, broom.

Week 20 Days 3 and 4

Environment

Reading



A chat with a big tree

Big tree, big tree,
Brenda wants to cut a broom
Not from me, not from me.
I give you air and water.
Big tree, big tree,
Let me cut a tooth brush.
Not from me, not from me.
I hold the soils together.
Big tree, big tree,
Let me cut a twig.
Not from me, not from me.
I give the birds a home.
It is true, it is true.
I will let you grow, big tree.

99

Week 20 Day 5

Environment

Revision

Read the sounds. Read the words.

★ read blow stand
reading blowing standing

1. The wind was blowing the trees.
2. Pam was standing reading her book.



Cleaning up

When there is dirt around the house, it can make you sick.
Dirty flies and dirty rats may come.
So you must clean up.
First you pick up all the rubbish and put it in the rubbish bin.
Then you take a broom and sweep the dust.
When the floor has no dust, you get soap and water to wash it.
You use a brush. Lastly, you dry the floor with a mop.
This will leave the house clean.
It will keep the dirty flies and the dirty rats away.
It will keep you from getting sick.

100

Segmenting

Write the rows of words and sentences on the board.

I/ We. You do: Say each sound in the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence. Repeat for each row.

Who can come and point to a word that means:

- Something the wind does
- Something you do in school.

Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 100.

Words: rubbish, rats

Get Ready to Read

I/We do: Read the title together.

Say: This story is about cleaning the house.

- Have you ever cleaned your house?
- What was it like?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it happen?

Questions

I do: **What is the first thing you do when cleaning?**

We do: **Is dirt good?**

You do: **What is the last thing to do when cleaning? Do you think cleaning is fun?**

Writing Classwork

Pupils complete a dictation with the following words:

Exercise book: goat, loud, house, few, reader, joy, coats, water, river, friend

Writing Homework - (Homework Book 3 page 40)

Pupils write original sentences with five dictation words.

Week 21 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ -ed

Read the sounds. Read the words.

● m a sh	w a nt	w a lk	d i sh
mash	want	walk	dish
m a sh ed	w a nt ed	w a lk ed	d i sh ed
mashed	wanted	walked	dished
pl a nt	p i ck	h e lp	j u mp
plant	pick	help	jump
pl a nt ed	p i ck ed	h e lp ed	j u mp ed
planted	picked	helped	jumped
w a sh	t a lk	m i ss	pr ay
wash	talk	miss	pray
w a sh ed	t a lk ed	m i ss ed	pr ay ed
washed	talked	missed	prayed

101

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **plant**. /pl//a//nt/

You do: **want, walk, wash, mash, dish**

● Word Blending

Pocket Chart: Say each sound. Blend the sounds. Say the word. Add to letters at the end of the word. Repeat.

I/We do: /m//a//sh/. **mash**, /m//a//sh//ed/. **mashed**

You do: **wanted, walked, washed, mashed, dished**

Pupil Book: Have pupils read words on page 101.

🗨 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 102

Words: ago today places

📖 Get Ready to Read

We do: Open your book to page 102. Read the title together.

Say: This story is about what happened long ago, like when your grandmother was small.

- What was it like when your grandmother was small?
- Tell your partner what you think you will learn in this reading.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought you would learn in this reading. Did it happen?

◇ Questions

I do: **How did we get water long ago?**

We do: **Do you wish that you lived long ago?**

You do: **Were the shops near long ago? Why did people do a lot of walking long ago?**

✍ Writing Classwork

Pupils copy words for Friday dictation.

packed, handed, play, day, stay, missed, walked, washed, today, places

📖 Writing Homework - (Homework Book 3 page 42)

Pupils copy words for Friday dictation. Pupils read words to someone at home.

Teacher tip

When reading a story in "I do", the teacher should make sure that they read it at their normal reading pace to ensure there is comprehension.

Week 21 Days 1 and 2

Travel Reading



Long ago

Long time ago we walked to the river to get water.

But today we can get water from a tap.

In the past people walked to far places.

Today they drive or ride on matatus.

A long time ago we walked to the river to wash clothes.

Today, clothes are washed at home.

A long time ago we walked far to get to the shops.

Today the shops are near.

A long time ago people went to far places by ship.

Today they go by plane.

102

Week 21 Days 1 and 2

Travel Word Study

Practise reading the letter sounds.

■ -ed

Read the sounds. Read the words.

● m a sh	w a nt	w a lk	d i sh
mash	want	walk	dish
m a sh ed	w a nt ed	w a lk ed	d i sh ed
mashed	wanted	walked	dished
pl a nt	p i ck	h e lp	j u mp
plant	pick	help	jump
pl a nt ed	p i ck ed	h e lp ed	j u mp ed
planted	picked	helped	jumped
w a sh	t a lk	m i ss	pr ay
wash	talk	miss	pray
w a sh ed	t a lk ed	m i ss ed	pr ay ed
washed	talked	missed	prayed

101

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /pl//a//nt//ed/. **planted**

You do: **picked helped jumped washed**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add two new letters. Repeat.

I/We do: /p//i//k/ **pick** /p/ /i//k/ /ed/ **picked**.

You do: **talked wanted missed dished prayed**

Pupil book: Open book to page **101**. Have pupils read words.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story on page 102.

Words: today, ago, places

📖 Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read to their partner.

Long ago and Today

Draw table on board.

Long Ago	Today

- What happened long ago?
- What happens today?

Write responses in table.

✍ Writing Classwork

Pupils correct the sentences

1. is the I day pray Friday.
2. walk I to church.

📖 Writing Homework - (Homework Book 3 page 44)

Pupils correct the sentences.

1. How did get we water?
2. how wash we did clothes?
3. come When the sun will?
4. Today near shops are the.

Week 21 Days 1 and 2

Travel Reading



Long ago

Long time ago we walked to the river to get water.

But today we can get water from a tap.

In the past people walked to far places.

Today they drive or ride on matatus.

A long time ago we walked to the river to wash clothes.

Today, clothes are washed at home.

A long time ago we walked far to get to the shops.

Today the shops are near.

A long time ago people went to far places by ship.

Today they go by plane.

102

Week 21 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ -ay

Read the sounds. Read the words.

● s ay	m ay	pl ay
say	may	play
pr ay	st ay	tr ay
pray	stay	tray

✚ Read the story. Use a word from the box to fill in the dash.

play stay

Brenda likes to _____
all day. She plays in the car.
She plays on the bus. She
plays on the boat. Her mother
says, "Brenda, come home."
But Brenda will _____
and play.



103

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up, if they hear the sound. Pupils show a thumbs down if they do not hear the sound.

I/We do: /ay/ say sat

You do: pray stay stack

Word Blending

Pocket Chart: Name the sounds. Say the word

Say: Look at how in this word the ay makes the /ai/ sound.

I/We do: /pr//ai/ pray

You do: may stay pool zoo

Pupil Book: Have pupils read words on page 103.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 104

Words: church mosque pray

Get Ready to Read

I/We do: Open your books to page 104. Read the title together.

Say: This poem is about praying and going to church or mosque.

- Do you pray?
- Do you go to a church or a mosque?

Tell your partner what you think will happen in the poem.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Pupils read the poem while teacher monitors.

Say: You told your partner what you thought would happen in the poem. Did it happen?

Questions

I do: When does the writer take time to pray?

We do: Does the writer like to pray?

You do: Where does the writer pray? Why do you think Musa does not want to walk to the mosque?

Writing Classwork

Pupils choose a word to fill in the gaps. (play, church, day)

1. I want to _____.
2. Friday is the _____ to pray.
3. I go to _____ on Sunday.

Writing Homework - (Homework Book 3 page 46)

Pupils choose a word to fill in the gaps.

1. I take time to _____.
2. I walk to _____.
3. Today is _____.

Week 21 Days 3 and 4

Travel Reading



To pray and to play

Sunday is my day to pray.

I walk to the church that day
And join others to pray.

For Musa, Friday is the day.
He rides all the way

And joins his friends in the mosque to pray.

For others, Saturday is the day.
They walk or ride to Church to pray.
Others take a matatu on that day.

But I want to know the day
Just one day
Set apart for me to play.

104

Week 21 Days 3 and 4

Travel Word Study

Read the letter sounds.

■ -ay

Read the sounds. Read the words.

● s ay	m ay	pl ay
say	may	play
pr ay	st ay	tr ay
pray	stay	tray

✚ Read the story. Use a word from the box to fill in the dash.

play stay

Brenda likes to _____
all day. She plays in the car.
She plays on the bus. She
plays on the boat. Her mother
says, "Brenda, come home."
But Brenda will _____
and play.



103

🔊 Oral Blending

Oral: Say the sounds. Pupils say the word.

I/We do: /m//ai/ may.

You do: stay play mat hang

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /tr//ay/ tray

You do: say pray stay time

Pupil Book: Have pupils read words on page 103.

● Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 104.

Words: mosque church pray

📖 Pupil Reading

Pupil Book: Teacher and pupils read the story.

📖 Read with expression

Read the sentence with the question mark. Pupils read the sentence with the question mark.

"But I want to know which is the day; Just one day, set for me to play?"

○ Grammar

We use "want to know" to talk about something we would like to know. I could say "I want to know about football." Or, "I want to know about elephants."

We do: Complete the sentence with the class

_____ wants to know _____.

You do: Have pupils ask their partners about what he/she wants to know.

✍ Writing Classwork

Pupils are to write the sentences correctly.

1. Where do you pray
2. When do you pray

📖 Writing Homework - (Homework Book 3 page 48)

Pupils re write the sentences correctly.

1. Where do you play
2. When do you play
3. When do you go to church
- 4 When do you go to mosque

Week 21 Days 3 and 4

Travel Reading



To pray and to play

Sunday is my day to pray.

I walk to the church that day
And join others to pray.

For Musa, Friday is the day.

He rides all the way
And joins his friends in the mosque to pray.

For others, Saturday is the day.

They walk or ride to Church to pray.
Others take a matatu on that day.

But I want to know the day

Just one day
Set apart for me to play.

104

Week 21 Day 5

Travel Revision

Read the sounds. Read the words.

★ say	pray	stay	play
jumped	walked	prayed	played
long	song	rang	sang

1. He sang a song and prayed.
2. Today, I will stay a long time.

Visiting Jim

My brother Jim is in a big school.
I like visiting Jim in school.
Mother has made fish and chips.
Father packed juice and soda.
My sister picked oranges from the tree.

I put five plates, five spoons and one tray in the bag.

I also put all the food in the bag.
Then we walked to Jim's school.

At the gate the watchman said we cannot visit Jim.

Jim and his class had gone on a school trip.

Poor Jim!

He missed all the food.



105

★ Word reading and Assessment

Write the rows of words and sentences in the board.

I/ We/ You do: Say each word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence

Who can point to a word that means

- something you sing?
- he talked to God?
- to have fun with your friends?

Pupil Book: Have pupils read words on page 105.

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 105

Words: packed picked gate

📖 Get Ready to Read

I/We do: Read the title together.

Say: What can you see in the picture?

This story is about a family who will visit their brother Jim at school.

- Have you ever visited someone at school?
- Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it happen?

💎 Questions

I do: **What did mother make to bring Jim?**

We do: **Do you think Jim likes his family to visit him?**

You do: **What does the askari say? Why do you think the writer likes visiting Jim in school?**

✍ Writing Classwork

Pupils complete a dictation.

packed, handed, play, day, stay, missed, walked, washed, today, places

📖 Writing Homework - (Homework Book 3 page 50)

Pupils write original sentences with five dictation words of their choice.

Week 22 Days 1 and 2 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -y

Read the sounds. Read the words.

● b y	m y	sk y	cr y
by	my	sky	cry
wh y	dr y	fr y	tr y
why	dry	fry	try

✚ Move your finger to connect the sentence with the picture.

Jim will dry his hands.



Jim will fry the fish.



Jim will cry at the sad story.



106

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up, if they hear the sound. Pupils show a thumbs down, if they do not hear the sound.

I/We do: /y/ by bin

You do: fry, my, flip

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /kr/ /y/ cry

You do: why dry sky white

Pupil Book: Have pupils read words on page 106.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 107.

Words: wash bed

Get Ready to Read

Open to page 107. Read the title together.

This story is about what you do when you wake up in the morning.

- What do you do when you wake up in the morning?
- Tell your partner what you think will happen in the poem.

Pupil Reading

Teacher reads. Teacher reads with class. Class reads.

You told your partner what you thought would happen in this poem. Did it happen?

Questions

I do: What is the last thing the writer will do before she runs to school?

We do: Why do you think the writer dries her hair?

You do: What kind of clothes will the writer put on? Is this what you do when you wake up?

Writing Classwork

Pupils copy words for Friday dictation.

Exercise book: dry, cry, rain, nail, wait, wash, bed, my, going, when.

Writing Homework - (Homework Book 3 page 52)

Pupils copy words for Friday dictation. Pupils read words to someone at home.

Week 22 Days 1 and 2 Health and hygiene

Reading



When I wake up

When I wake up I am going to brush my teeth, wash my hands, and wash my feet.

When I wake up I am going to wash my hair, dry my hair, and comb it well.

When I wake up, I am going to make my bed, dress myself, and put on my school uniform.

When I wake up I am going to take my tea, pack my bag, and run to school.

107

Week 22 Days 1 and 2 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -y

Read the sounds. Read the words.

● b y	m y	sk y	cr y
by	my	sky	cry
wh y	dr y	fr y	tr y
why	dry	fry	try

✚ Move your finger to connect the sentence with the picture.

Jim will dry his hands.



Jim will fry the fish.



Jim will cry at the sad story.



106

Week 22 Days 1 and 2 Health and hygiene

Reading



When I wake up

When I wake up I am going to
brush my teeth, wash my hands,
and wash my feet.

When I wake up
I am going to
wash my hair, dry my hair,
and comb it well.

When I wake up,
I am going to
make my bed, dress myself,
and put on my school uniform.

When I wake up
I am going to
take my tea, pack my bag,
and run to school.

107

Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /tr//y/ try

You do: dry sky why my

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word.

I/we do: /f/ /y/ fly

You do: try fry by my

Pupil book: Open book to page 106. Have children read words to their partner.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask children to find the word in red in the story on page 107.

Words: wash, bed

Pupil Reading

Pupil Book: Teacher reads. Class reads. Pupils read to their partner.

Grammar:

We use the words 'going to' to talk about things that we will do.
"I am going to do my homework." Or "I am going to play football."

Call on pupils to tell you something he/ she will do.

_____ is going to _____.

Writing Classwork

Pupils correct the sentences.

1. are your Where shoes?
2. are your shorts where?
3. are socks your Where?

Writing Homework - (Homework Book 3 page 54)

Pupils correct the sentences.

1. are your socks Where?
2. you are Where books?
3. are Where shoes your?
4. Where shorts your are?

Week 22 Days 3 and 4 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -ai

Read the sounds. Read the words.

● r ai n	p ai n	t ai l	f ai l
rain	pain	tail	fail
n ai l	w ai l	w ai t	p ai l
nail	wail	wait	pail

✚ Solve the riddle using the words in the box.

tail rain pail nail

1. You can find me on your finger. Who am I? _____
2. You make plants grow. Who am I? _____
3. You can find me on a dog. Who am I? _____
4. You carry water in me. Who am I? _____

108

Week 22 Days 3 and 4 Health and hygiene

Reading



A rainy day

Kim and Joy swim in the lake. They have fun. But then the rain comes. Drip, drop, drip, drop. Mother does not let them swim in the rain. They must go home. They start to run fast. Kim slips and falls. He hurts his foot. He gets on his knees and cries, "Wait for me. A nail has pricked my foot." Joy hears his cry and goes back to help. "Where are your shoes?" Joy asks. "I do not have any," Kim says. Joy holds his hand. They walk home slowly.

109

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up, if they hear the sound. Pupils show a thumbs down, if they do not hear the sound.

I/We do: /ai/ rain ran

You do: pain tail pan

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /f//ai/ I/ fail

You do: nail wait tail pail

Pupil Book: Have pupils read words to their partner on page 108.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story on page 109.

Words: any pricked wait

Get Ready to Read

Open books to page 109. Read the title together.

This reading is about having to run home in the rain.

- Have you ever had to run home in the rain? What happened?
- Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Say: You told your partner what you thought would happen in the story. Did it happen?

Questions

I do: Why do Ben and Kim have to go home?

We do: Do you think Ben will walk home without shoes again?

You do: Why does Ben cry? Is Kim a good person?

Writing Classwork

Pupils choose a word to fill in the gaps.

home lake fun

1. Ben and Kim swim at the _____.
2. They have _____.

Writing Homework - (Homework Book 3 page 56)

Pupils choose a word to fill in the gaps.

home rain lake fun

1. The rain _____.
2. They go _____.
3. They run _____.

Week 22 Days 3 and 4 Health and hygiene

Word Study

Practise reading the letter sounds.

■ -ai

Read the sounds. Read the words.

● r ai n	p ai n	t ai l	f ai l
rain	pain	tail	fail
n ai l	w ai l	w ai t	p ai l
nail	wail	wait	pail

✚ Solve the riddle using the words in the box.

tail rain pail nail

1. You can find me on your finger. Who am I? _____
2. You make plants grow. Who am I? _____
3. You can find me on a dog. Who am I? _____
4. You carry water in me. Who am I? _____

108

Week 22 Days 3 and 4 Health and hygiene

Reading



A rainy day

Kim and Joy swim in the lake. They have fun. But then the rain comes. Drip, drop, drip, drop. Mother does not let them swim in the rain. They must go home. They start to run fast. Kim slips and falls. He hurts his foot. He gets on his knees and cries, "Wait for me. A nail has pricked my foot." Joy hears his cry and goes back to help. "Where are your shoes?" Joy asks. "I do not have any," Kim says. Joy holds his hand. They walk home slowly.

109

👂 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /n//ai//l/ nail

You do: wait fail hand starts

● Word Reading

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /t//ai//l/ tail

You do: rain pain wail fail

Pupil Book: Have pupils read words to their partner on page 108.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story on page 109.

Words: pricked any wait

📖 Pupil Reading

Pupil Book: Open your books to page 109. Teacher and pupils read the story.

📖 Read with expression

Read the sentence with the exclamation mark. Ask pupils to read with the exclamation mark.

"Wait for me! A nail has pricked my foot!"

💡 Questions

I do: What happened at the beginning of the story?

We do: What happened in the middle of the story?

You do: What happened at the end of the story?

✍ Writing Classwork

Correct the sentences.

1. How do you brush your teeth
2. how do you wash your hands

📖 Writing Homework - (Homework Book 3 page 58)

Correct the five sentences.

1. How do you dry your hair
2. how do you take your tea?
3. how do you go to school
4. How do you play the game
- 5 How do you go home

Week 22 Day 5

Health and hygiene

Revision

Read the sounds. Read the words.

★ my	dry	why	cry
rain	wait	nail	tail
prick	clock	socks	neck

1. My socks are dry.
2. I will wait for the rain.

Parts of my body



My body has many parts. For some body parts there is only one. For other body parts there are two. Other body parts are ten. Some body parts are so many, I cannot count them. I have one head, one mouth and one neck. I have two eyes, two ears, two lips, two hands and two feet. I have ten fingers, ten finger nails, ten toes and ten toe nails. I have more hair than I can count.

Can you count your body parts?

110

★ Word reading and Assessment

Write the rows and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each word.

I/ We/ You do: Read the sentence.

Who can point to a word that means:

- water comes from the sky?
- not wet?
- something you do when you feel sad?

Pupil Book: Have pupils read words to their partner on page 110.

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story on page 110.

Words: body parts, finger nails, only

📖 Get Ready to Read

I/We do: Read the title together.

This story is about the parts of your body.

- Can you name some of the parts of your body?

Tell your partner what you think you will learn in this reading.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought you would learn in this reading. What did you learn?

💎 Questions

I do: **How many eyes do you have?**

We do: **Do you have more teeth or hair?**

You do: **How many heads do you have? Do you have more fingers or hands?**

✍ Writing Classwork

Classwork: Pupils complete a dictation with the following words:

dry, cry, rain, nail, wait, wash, bed, my, going, when

🏠 Writing Homework - (Homework Book 3 page 60)

Pupils write original sentences with five dictation words of their choice.

Teacher tip

Make sure that the pupils share and check prediction among themselves before calling a few to share with the class.

Week 23 Days 1 and 2

Days of the week

Word Study

Practise reading the letter sounds.

■ -ight

Read the sounds. Read the words.

● n ight	br ight	fr ight
night	bright	fright
r ight	f ight	l ight
right	fight	light

✚ Move your finger to connect the sentence with the picture.

Kim and Joy had a fight.



Kim and Joy read in the bright light.



Kim and Joy went to bed at night.



111

Week 23 Days 1 and 2

Time

Reading



Playing at night

Muli and Atieno want to play outside at night.
Mama says, "It is late. Come and sit in the house."
Muli says, "It is all right Mama. There is moon light."
So Muli and Atieno go out to play.
They play with a black ball.
Atieno kicks the ball hard.
It goes behind the house.
They go to get it.
Then the moon hides in the clouds.
Muli and Atieno cannot see the ball.
They are sad.
They look for the ball for a long time.
Then Muli says to Atieno, bring a torch.
At last they find the ball.
It is behind the big tree.

112

👍 Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up, if they hear the sound. Pupils show a thumbs down, if they do not hear the sound.

I/We do: /ai/ /t/ night pail

You do: light, bright, fright

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /l/ /ai/ /t/ light

You do: fight, right, fright

Pupil Book: Have pupils read words to their partner on page 111.

🗉 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words outside behind torch

📖 Get Ready to Read

We do: Open your book to page 112. Read the title together.

- This story is about how you can look for something at night.
- What will you use to find a coin if you drop it in the grass at night?

Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Open to page 112. Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought would happen in this story. Was your guess correct?

💡 Questions

I do: Where do Muli and Atieno want to play?

We do: Where was the torch? Do you think the children started playing again?

You do: Why can't Muli and Atieno see the ball? What game were the two playing?

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: bright, light, night, wasp, nest, desk, behind, outside, torch, play

📖 Writing Homework - (Homework Book 3 page 62)

Pupils copy these words twice. Read them to someone at home.

Week 23 Days 1 and 2

Days of the week

Word Study

Practise reading the letter sounds.

■ -ight

Read the sounds. Read the words.

● n ight	br ight	fr ight
night	bright	fright
r ight	f ight	l ight
right	fight	light

✚ Move your finger to connect the sentence with the picture.

Kim and Joy had a fight.



Kim and Joy read in the bright light.



Kim and Joy went to bed at night.



111

🗣 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /r//ai/ /t/ right

You do: **sight might light**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/we do: /fr/ /ai/ /t/ **fright**

You do: **bright flight fight**

Pupil book: Open book to page **111**. Have children read words to their partner.

📖 Vocabulary.

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask children to find the word in red in the story.

Words: behind outside torch

📖 Pupil Reading

Pupil Book: Open to page **112**. Teacher reads. Class reads. Pupils read to their partner.

💡 Questions

I do: **What happened at the beginning?**

We do: **What happened in the middle?**

You do: **What happened at the end?**

Write responses in table.

✍ Writing Classwork

Correct the sentences.

1. moon is the Where?

2. is the torch Where?

📖 Writing Homework - (Homework Book 3 page 64)

1. is Where the house?

2. big tree the Where is?

3. moon is Where the?

4. Where the is ball?

5. is the Where lake?

Week 23 Days 1 and 2

Time Reading



Playing at night

Muli and Atieno want to play **outside** at night.
Mama says, "It is late. Come and sit in the house."
Muli says, "It is all right Mama.
There is moon light."
So Muli and Atieno go out to play.
They play with a black ball.
Atieno kicks the ball hard.
It goes **behind** the house.
They go to get it.
Then the moon hides in the clouds.
Muli and Atieno cannot see the ball.
They are sad.
They look for the ball for a long time.
Then Muli says to Atieno, bring a **torch**.
At last they find the ball.
It is behind the big tree.

112

Week 23 Days 3 and 4 Days of the week

Word Study

Read the letter sounds.

■ -st -sk -sp

Read the sounds. Read the words.

● l a st n e st l i st b e st

last nest list best

a sk fl a sk t a sk d e sk

ask flask task desk

w a sp g a sp cl a sp gr a sp

wasp gasp clasp grasp

✚ Solve the riddle by using the words above.

You sit in me all day. Who am I? _____

I can sting you. Who am I? _____

A bird makes me. Who am I? _____

113

Week 23 Days 3 and 4

Time
Reading



Dear sun

Sun above, sun above, when do you sleep?

Why ask, why ask?

You know I do not sleep.

Sun above, sun above, where do you go at night?

Why ask, why ask?

You know I must give light.

Sun above, sun above, why do we have mist?

Why ask, why ask?

You know it will not last.

Sun above, sun above, will you shine at night?

Why ask, why ask?

You know I shine in the morning bright.

114

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up, if they hear the sound. Pupils show a thumbs down, if they do not hear the sound.

I/We do: /st/ last desk

You do: nest list desk

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /b//e/ /st/ best

You do: task wasp mist list

Pupil Book: Have pupils read words to their partner on page 113.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: mist bright

Get Ready to Read

I/We do: Read the title together.

Say: What can you see in the picture?

In this poem, someone is asking the sun questions.

- What does the sun do?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Questions

I do: Does the sun sleep?

We do: Where does the sun go at night?

You do: What does the sun give? Is the person asking the sun these questions clever?

Writing Classwork

Pupils choose a word to fill in the gaps.

give shine night

1. The sun will _____ tomorrow.

2. The sun will _____ light.

3. The sun does not shine at _____.

Writing Homework - (Homework Book 3 page 66)

Pupils choose a word to fill in the gaps

shine give sleep night

1. The sun does not _____.

2. the sun does not come out at _____.

3. The sun will _____ bright.

Week 23 Days 3 and 4

Days of the week

Word Study

Read the letter sounds.

■ -st -sk -sp

Read the sounds. Read the words.

● l a st n e st l i st b e st

last nest list best

a sk fl a sk t a sk d e sk

ask flask task desk

w a sp g a sp cl a sp gr a sp

wasp gasp clasp grasp

✚ Solve the riddle by using the words above.

You sit in me all day. Who am I? _____

I can sting you. Who am I? _____

A bird makes me. Who am I? _____

113

Week 23 Days 3 and 4

Time
Reading



Dear sun

Sun above, sun above, when do you sleep?

Why ask, why ask?

You know I do not sleep.

Sun above, sun above, where do you go at night?

Why ask, why ask?

You know I must give light.

Sun above, sun above, why do we have mist?

Why ask, why ask?

You know it will not last.

Sun above, sun above, will you shine at night?

Why ask, why ask?

You know I shine in the morning bright.

114

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /d//e//sk/ desk

You do: ask, task, last, list

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /l//i//st/ list

You do: fast best ask wasp

Pupil Book: Have pupils read words on page 113 to their partner.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: mist bright

📖 Pupil Reading

Pupil Book: Open to page 114. Teacher and pupils read the story.

🔍 Grammar

We use 'Why do' to ask about things that we want to know about. We could ask "Why do we have homework?"

We do: Call on a pupil and ask the pupil to ask about something they want to know about. Say the sentence again with the class.

why do we _____?

You do: Have pupils ask their partners something they want to know about.

✍️ Writing Classwork

Pupils rewrite the sentences with correct punctuation and capitalization

1. Where do you go at night
2. why do you ask

📖 Writing Homework - (Homework Book 3 page 68)

Pupils rewrite the sentences with correct punctuation and capitalization

1. when do you sleep
2. will you shine
3. where is the moon

Week 23 Day 5

Days of the week

Revision

Read the sounds. Read the words.

★ night	light	bright	right
last	mask	desk	wasp
hard	far	farm	cart

1. The sun has a bright light.
2. I saw a wasp at the farm.



After class activity timetable

Monday:	Sports	Bring your good shoes to play football with your friends. May the best team win.
Tuesday:	Creative	You will make pretty art to take home to your mother and father.
Wednesday:	Songs	Read and sing new songs that will make you clap and jump.
Thursday:	Games	Run fast. Have fun. Win a race.
Friday:	Pastoral	Take time to pray with your teacher and classmates.

115

★ Word reading and Assessment

Write the rows and sentences on the board.

I/ We. You do: Say each sound on the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence.

Who can point to a word that means

- a material you wear over your face so people cannot see who you are?
- an insect with wings which stings people?
- a table, which you sit at to write?

Pupil Book: Have pupils read words on page 115 to their partner.

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red.

Words: art football pastoral

📖 Get Ready to Read

I/We do: Read the title together.

Say: What can you see in the picture?

This story is about an after class activity timetable.

- Can you name some of the activities that you do after class? Tell your partner what you think you will learn from this reading.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

💡 Questions

I do: What do the pupils bring to school on Monday?

We do: What will you make for father and mother on Tuesday?

You do: Which activity do we do on Wednesday?

✍ Writing Classwork

Pupils complete a dictation with the following words: **bright, light, night, wasp, nest, desk, behind, outside, torch, play**

📖 Writing Homework - (Homework Book 3 page 70)

Pupils choose five dictation words to make sentences with at home.

Teacher tip

Read the story with expression to make it more interesting.

Week 24 Days 1 and 2

Numbers

Word Study

Read the letter sounds.

■ -ch -tch

Read the sounds. Read the words.

● r i ch	t e a ch	r e a ch
rich	teach	reach
i tch	st i tch	w i tch
itch	stitch	witch
d i tch	c a tch	p i tch
ditch	catch	pitch
m a tch	p a tch	w a tch
match	patch	watch
m u ch	t ou ch	b e a ch
much	touch	beach

116

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up if they hear the sound. Pupils show a thumbs down if they do not hear the sound.

I/We do: /ch/ itch make

You do: make, catch, match, watch, rich, teach

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word

I/We do: /k/ /a/ /ch/ catch

You do: match witch ditch

Pupil Book: Have pupils read words to their partner on page 116.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: matching, pairs

Get Ready to Read

We do: Open your book to page 117. Read the title together.

Say: This poem is about putting socks together. Have you ever washed socks? How do you know which sock goes with which? Tell your partner what you think will happen in the poem.

Pupil Reading

Pupil Book: Open to page 117. Teacher reads. Teacher reads with class. Class reads alone.

Say: You told your partner what you thought would happen in this poem. Was your guess correct?

Questions

I do: Who will stitch the socks?

We do: Why do we need to match socks?

You do: How many socks were counted? Why do you think matching socks is fun?

Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: yell, sell, fell, itch, stitch, matching, pairs, socks, wanted, getting

Writing Homework - (Homework Book 3 page 72)

Pupils copy these words twice. Read them to someone at home.

Week 24 Days 1 and 2

Numbers

Reading



Matching socks

I found a sock and counted "one."

Matching socks would be lots of fun!

I looked up again and counted two, three, and four.

I was doing good, I wanted more!

Next came 5, 6, 7, 8, 9, and ten.

They were so many, I could not stop then!

Five pairs of socks for my Mum.

I am getting very good at sums.

Five pairs of socks my Mum will stitch,
so my feet will smell good and not itch.

I said to my Mum, with a smile,

"There are too many socks in the pile."

117

Week 24 Days 1 and 2

Numbers

Word Study

Read the letter sounds.

■ -ch -tch

Read the sounds. Read the words.

● r i ch	t e a ch	r e a ch
rich	teach	reach
i tch	st i tch	w i tch
itch	stitch	witch
d i tch	c a tch	p i tch
ditch	catch	pitch
m a tch	p a tch	w a tch
match	patch	watch
m u ch	t ou ch	b e a ch
much	touch	beach

116

Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /m//a/ /ch/ match

You do: **witch, switch, sketch, rich, much, teach**

Letter sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

I/We do: 't' 'c' and 'h' /ch/ 'c' and 'h' /ch/.

You do: 't' 'c' and 'h' /ch/ 'c' and 'h' /ch/.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first letter. Add a new letter. Repeat.

I/We do: /k///a/ /ch/ catch. /m///a/ /ch/ match

You do: **itch, pitch, stitch**

Pupil book: Open book to page 116. Have children read words to their partner.

Vocabulary.

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words in red in the story.

Words: matching, pairs, smell

Pupil Reading

Pupil Book: Open to page 117. Teacher and pupils read the poem together.

Rhyming Words

This poem has rhyming words. Listen to how the words sound alike. Read the underlined words.

One rhymes with fun. Repeat for all rhyming words. **Four/more, mum/sums, stitch//itch, smile/pile**

Writing Classwork

Correct the sentence.

1. you count Did socks?
2. count you shoes Did?

Writing Homework - (Homework Book 3 page 74)

Correct the sentences

1. you count Did socks?
2. you count Did shoes?
3. you Did count shorts?
4. you count Did skirts?
5. you count shirts Did?

Week 24 Days 1 and 2

Numbers

Reading



Matching socks

I found a sock and counted "one."

Matching socks would be lots of fun!

I looked up again and counted two, three, and four.

I was doing good, I wanted more!

Next came 5, 6, 7, 8, 9, and ten.

They were so many, I could not stop then!

Five pairs of socks for my Mum.

I am getting very good at sums.

Five pairs of socks my Mum will stitch,
so my feet will smell good and not itch.

I said to my Mum, with a smile,

"There are too many socks in the pile."

117

Week 24 Days 3 and 4

Numbers Word Study

Read the letter sounds.

■ -ell

Read the sounds. Read the words.

● b ell	s ell	f ell
bell	sell	fell
t ell	w ell	sh ell
tell	well	shell
sm ell	sw ell	sp ell
smell	swell	spell

✚ Move your finger to connect the sentence with the picture.

1. Tatu fell and rang the bell.



2. Tatu can smell the stew.



3. Tatu found a shell near the well.



118

Week 24 Days 3 and 4

Numbers Reading



Counting to sell

Tatu is counting things to sell. She is counting spoons, cups, plates, and sufurias. She will tell the shopkeeper how many they are. She starts to count the spoons; 1, 2, 3, ... 31, 32, 33, ... 61, 62, 63. Ah! The shopkeeper has many spoons. Next, Tatu wants to count the cups but she cannot reach them. She yells, "Keli, help me!" Keli says, "You don't have to touch them. Watch me, I will teach you! 1, 2, 3..." "Stop!" Tatu shouts. "I want to touch what I count." Tatu stands on a chair to reach the cups. The cups fall to the ground.

119

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up if they hear the sound. Pupils show a thumbs down if they do not hear the sound.

I/We do :/el/ bell catch

You do: catch, sell, fell, shell

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /t//el/ tell.

You do: shell, spell, smell, swell

Pupil Book: Have pupils read words on page 118 to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: shopkeeper, reach, chair

Get Ready to Read

I/We do: Read the title together.

In this story a girl counts what she will sell.

• Have you ever gone to sell something? What was it like?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what would happen in the story. Did it happen?

Questions

I do: What things is Tatu counting?

We do: Is Tatu happy with Keli?

You do: Why can't Tatu reach the cups?

Writing Classwork

Pupils choose a word to fill in the gaps

cups fell help

1. Tatu is counting _____.

2. She needs _____.

3. The cups _____.

Writing Homework - (Homework Book 3 page 76)

Pupils choose a word to fill in the gaps

fell spoons help sell

1. She wants to count the _____.

2. The cups _____.

3. Tatu needs _____.

Tatu is counting things to _____.

Week 24 Days 3 and 4

Numbers Word Study

Read the letter sounds.

■ -ell

Read the sounds. Read the words.

● b ell	s ell	f ell
bell	sell	fell
t ell	w ell	sh ell
tell	well	shell
sm ell	sw ell	sp ell
smell	swell	spell

✚ Move your finger to connect the sentence with the picture.

1. Tatu fell and rang the bell.



2. Tatu can smell the stew.



3. Tatu found a shell near the well.



118

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /w//el/ well

You do: well, sell, bell, smell

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

I/We do: 'e' 'l' and 'l' /ell/

You do: 'e' 'l' and 'l' /ell/

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Remove the first letter. Add a new letter. Repeat.

I/We do: /b//el/ bell. /y/ /el/ yell.

You do: sell, smell, yells

Pupil Book: Have pupils read words to their partner on page 118.

🗉 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red.

Words: reach, chair, shopkeeper

📖 Pupil Reading

Pupil Book: Open to page 119. Teacher and pupils read the story.

○ Grammar

We use "want to" to talk about things that we would like to do. We could say "I want to eat." Or "I want to play."

We do: Call on a pupil and ask the pupil to ask about something they want to do. Say the sentence again with the class.

_____ want to _____?

You do: Have pupils ask their partners something they want to do

✍ Writing Classwork

Correct the sentences.

1. Will you count the spoons
2. how many spoons are there

🏠 Writing Homework - (Homework Book 3 page 78)

Correct the sentences

1. Will you count the cups
2. How many cups are there
3. how many spoons are there
4. Will you count the spoons
5. Will you help me

Week 24 Days 3 and 4

Numbers Reading



Counting to sell

Tatu is counting things to sell. She is counting spoons, cups, plates, and sufurias. She will tell the shopkeeper how many they are. She starts to count the spoons; 1, 2, 3, ... 31, 32, 33, ... 61, 62, 63. Ah! The shopkeeper has many spoons. Next, Tatu wants to count the cups but she cannot reach them. She yells, "Keli, help me!" Keli says, "You don't have to touch them. Watch me, I will teach you! 1, 2, 3..." "Stop!" Tatu shouts. "I want to touch what I count." Tatu stands on a chair to reach the cups. The cups fall to the ground.

119

Week 24 Day 5

Numbers

Revision

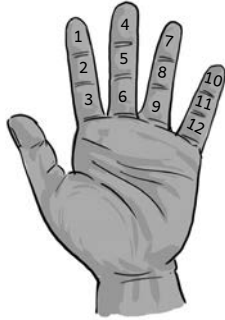
Read the sounds. Read the words.

★ itch	stitch	match	catch
tell	smell	shell	spell
mouse	house	count	found

1. The mouse made the house smell.
2. I have an itch on my leg.

The number 12

We use the number twelve to help us do things every day. It helps us to count things and tell time. Did you ever think about why a year has 12 months or a clock has twelve hours? Long ago, people had to count things. They had to count sheep and goats to sell. They did not have pencils, but they did have fingers. Hold up four fingers. Each finger has three parts. Do you see them? Count the parts. 1, 2, 3,12. All of your finger parts add up to twelve. Long ago, people used these twelve finger parts to count. That is why we use the number 12 for many things like the clock and the year.



120

★ Word reading and Assessment

Write the rows and sentences on the board.

I/ We. You do: Say each sound on the word, then say the whole word. Repeat for each row.

I/ We/ You do: Read each sentence.

🗣️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red.

Words: year, months

📖 Get Ready to Read

I/We do: Read the title together.

This story is about the number 12.

- Can you count up to 12?
- What is special about the number 12?

Tell your partner what you think you will learn in this story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

You told your partner what you thought you would learn. Were you right? What did you learn?

💡 Questions

I do: **What number do we use a lot?**

We do: **How do we use pencils to count?**

You do: **Why is it better to count finger parts?**

✍️ Writing Classwork

Pupils complete a dictation with the following words: **yell, sell, fell, itch, stitch, matching, pairs, socks, wanted, getting**

📖 Writing Homework - (Homework Book 3 page 80)

Pupils choose five of the dictation words to write sentences. Pupils read the sentences to someone at home.

Week 25 Days 1 and 2

Greetings

Word Study

Practise reading the letter sounds.

■ qu-

Read the sounds. Read the words.

● qu i ck qu i z qu ee n qu ie t
quick quiz queen quiet

✚ Read the story. Use a word from the box to fill in the dash.

quiz quickly queen

The quiet _____ sat listening to the birds. She could hear the red birds, the blue birds, the yellow birds and the green birds. She liked to hear the birds chirp and sing.

The King walked in _____. He gave the queen a _____. He asked her all about the bird. The queen was clever. She got very good marks.



121

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up if they hear the sound. Pupils show a thumbs down if they do not hear the sound.

I/We do: /kw/ quick get

You do: queen, quiz, quiet, quite, quit

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word

I/We do: /kw/ /i/ /k/ quick

You do: queen, quiz, quiet, quite, quit

Pupil Book: Have pupils read words on page 121.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: queen fair another

Get Ready to Read

We do: Open your book to page 122. Read the title together.

This poem is about Kazungu and the Queen.

- How many of you have seen a queen or a picture of a queen?

Tell your partner what you think will happen in the poem.

Pupil Reading

Pupil Book: Teacher reads. Divide class into two parts. One part reads the questions in the poem. The other part reads the answers. Pupils read alone.

You told your partner what you thought would happen in this poem. Did it happen?

Questions

I do: Who did Kazungu go to greet?

We do: Is the queen a good person?

You do: Where does the queen live? Why does Kazungu want to visit the queen again?

Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: quick, quit, watches, dishes, washes, fare, another, cooked, queen, bring

Writing Homework

Pupils copy these words twice. Read them to someone at home.

Week 25 Days 1 and 2

Greetings

Reading



Kazungu and the Queen

Kazungu, Kazungu, where have you been?
I took a trip to greet the Queen.

Kazungu, Kazungu, how did you get there?
I asked my aunt for matatu fare.

Kazungu, Kazungu where does the Queen stay?
She lives in Matopeni, up that way.

Kazungu, Kazungu what did the Queen do?
She cooked for me and made stew.

Kazungu, Kazungu what did the Queen say?
Eat this stew and come another day.

Kazungu, Kazungu what will you do?
I will go again soon and bring you too.

122

Week 25 Days 1 and 2

Greetings

Word Study

Practise reading the letter sounds.

■ qu-

Read the sounds. Read the words.

● qu i ck qu i z qu ee n qu ie t
quick quiz queen quiet

✚ Read the story. Use a word from the box to fill in the dash.

quiz quickly queen

The quiet _____ sat listening to the birds. She could hear the red birds, the blue birds, the yellow birds and the green birds. She liked to hear the birds chirp and sing.

The King walked in _____. He gave the queen a _____. He asked her all about the bird. The queen was clever. She got very good marks.



121

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /kw//i/ /z/ quiz

You do: quiz, queen, quite

■ Letter sound Knowledge

Pocket Chart: Name letters and sounds. Ask pupils the letter name and sound.

Say: The name of these letters are 'q' and 'u'. Together these letters make the sound /kw/.

I/We do: 'q' and 'u' /kw/

You do: 'q' and 'u' /kw/

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /kw//i/ /z/ quiz. /kw//i/ /t/ quit

You do: quite quiet

Pupil book: Open book to page 121. Have children read words to their partner.

📖 Vocabulary.

Blackboard: Say the word. Review the meaning. Pupils use in sentence. Ask children to find the word in red in the story.

Words: fare, queen, another

📖 Pupil Reading

Pupil Book: Open to page 122. Teacher and pupils read the poem together.

💎 Read a question

Read the sentence with the question mark. Ask pupils to read with the question mark.

"Where have you been?"

Have the pupils read the poem in pairs. One pupil reads the questions, the other pupil reads the answers. At the end of the poem, the pupils will switch roles.

✳ Rhyming Words

Say: This poem has rhyming words. They are underlined in the poem. Listen to how the words sound alike.

Read the underlined words.

There rhymes with fare. Repeat for all rhyming words. **Stay/way, do/stew, stay/day, do/too**

✍ Writing Classwork

Correct the sentences.

1. you Where have been?
2. did go Where you?
3. Where eat will you?

📖 Writing Homework

Correct the sentences

1. have been Where you?
2. go did you Where?
3. eat will you Where?
4. Where is school the?
5. ball is Where the?

Week 25 Days 1 and 2

Greetings

Reading



Kazungu and the Queen

Kazungu, Kazungu, where have you been?
I took a trip to greet the Queen.

Kazungu, Kazungu, how did you get there?
I asked my aunt for matatu fare.

Kazungu, Kazungu where does the Queen stay?
She lives in Matopeni, up that way.

Kazungu, Kazungu what did the Queen do?
She cooked for me and made stew.

Kazungu, Kazungu what did the Queen say?
Eat this stew and come another day.

Kazungu, Kazungu what will you do?
I will go again soon and bring you too.

122

Week 25 Days 3 and 4

Greetings

Word Study

Read the letter sounds.

■ -ch + es -sh + es

Read the sounds. Read the words.

● p a tch	s t i tch	d i tch
patch	stitch	ditch
p a tch es	st i tch es	d i tch es
patches	stitches	ditches
w a tch	m a tch	w i tchs
watch	match	witch
w a tch es	m a tch es	w i tch es
watches	matches	witches
w i sh	p u sh	d i sh
wish	push	dish
w i sh es	p u sh es	d i sh es
wishes	pushes	dishes

123

Thumbs Up/ Down

Oral: Say the sound. Pupils show a thumbs up if they hear the sound. Pupils show a thumbs down if they do not hear the sound.

I/We do: /ch/ itch path

You do: /ch/ path, stich, ditch, watch, match. /sh/ wish, greets, push, mash, calls.

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Add two letters. Say each sound. Blend the sounds and say the word.

I/We do: /m//a/ /ch/match. /m//a/ /ch/ /es/matches

You do: stitch/stitches ditch/ditches watch/ watches

Pupil Book: Have pupils read words on page 123 to their partner.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: missing, leave, watch

Get Ready to Read

Open your books to page 124.

I/We do: Read the title together.

Tell your partner what you think will happen in the story.

This story is about boys that get new watches.

- Have you ever had a watch? What was it like?
- Where did you keep it?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what would happen in the story. Did it happen?

Questions

I do: Who gave Sam a new watch?

We do: Does Sam like his new watch?

You do: Where did Sam and Nekesa place their watches? Is Nekesa a good person?

Writing Classwork

Pupils choose a word to fill in the gaps

meat dishes watches

1. Sam washes the _____.
2. The _____ are missing.

Writing Homework

Pupils choose a word to fill in the gaps

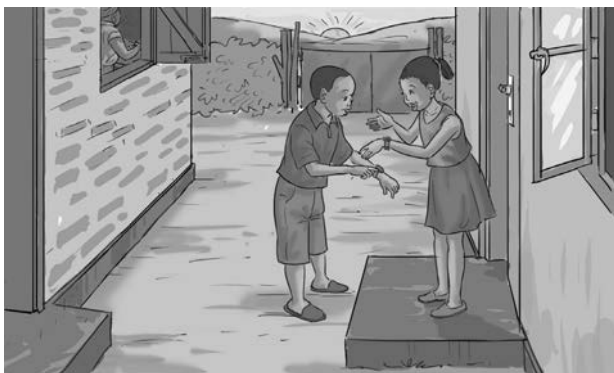
watches dishes mat leave

1. Sam goes to wash the _____.
2. The _____ are on the mat.
3. They _____ to wash dishes.

Week 25 Days 3 and 4

Greetings

Reading



The watches

Sam got a new watch from his big sister. He is very happy. He wishes to show Nekesa his watch. He rushes out to Nekesa's house. "Good morning, Sam." Nekesa greets him. "Good morning, Nekesa," Sam says. "I have a new watch. I want to show you." Nekesa says, "I have a new watch, too." They place the watches on the mat. Then Mama calls, "Sam, come and wash the dishes." Nekesa helps Sam to wash the dishes. They leave the watches on the mat. When they get back, the watches are missing. They are very sad. Mama says she will buy them new watches.

124

Week 25 Days 3 and 4

Greetings Word Study

Read the letter sounds.

■ -ch + es -sh + es

Read the sounds. Read the words.

● p a tch	s t i tch	d i tch
patch	stitch	ditch
p a tch es	st i tch es	d i tch es
patches	stitches	ditches
w a tch	m a tch	w i tchs
watch	match	witch
w a tch es	m a tch es	w i tch es
watches	matches	witches
w i sh	p u sh	d i sh
wish	push	dish
w i sh es	p u sh es	d i sh es
wishes	pushes	dishes

123

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /d//i/ /sh/ dish

You do: touch, stitch, push

● Word Blending

Pocket Chart: Say each sound. Blend the sounds. Say the word. Add -es at the end of the word. Say each sound. Repeat.

I/We do: /m//a//sh/ mash. /m//a//sh/ /es/ mashes.

You do: stitch/stitches touch/touches, dish/dishes, itch/itches, witch/witches

Pupil Book: Have pupils read words to their partner on page 123.

🗨 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red.

Words: watch, missing, leave

📖 Pupil Reading

Pupil Book: Open to page 124. Teacher and pupils read the story.

🔍 Grammar

We use show me when we want someone to let us look at something. We could say "Show me your ball." Or "Show me your bike."

We do: Call on a pupil.

_____ show me your shoes.

Pupil shows shoes.

Call on a pupil.

_____ show me your socks.

Pupil shows socks.

You do: Have pupils ask their partners to show them something.

✍ Writing Classwork

Correct the sentences.

1. What did Sam get
2. Is Sam happy.

🏠 Writing Homework

Correct the sentences.

1. Will he wash the dishes
2. Where is his watch
3. where is the mat
4. Where is Sam
5. What does Sam do

Teacher tip

Ensure you are prepared before class. Prepare and arrange all the letters that you are going to use for the lesson in your pocket chart. This is going to save time when teaching.

Week 25 Days 3 and 4

Greetings Reading



The watches

Sam got a new watch from his big sister. He is very happy. He wishes to show Nekesa his watch. He rushes out to Nekesa's house. "Good morning, Sam." Nekesa greets him. "Good morning, Nekesa," Sam says. "I have a new watch. I want to show you." Nekesa says, "I have a new watch, too." They place the watches on the mat. Then Mama calls, "Sam, come and wash the dishes." Nekesa helps Sam to wash the dishes. They leave the watches on the mat. When they get back, the watches are missing. They are very sad. Mama says she will buy them new watches.

124

Week 25 Day 5

Time and Greetings

Revision

Read the sounds. Read the words.

★ queen	quick	quack	quit
catches	benches	dishes	watches
thank	drink	send	went

1. The queen watches the duck quack.
2. He was quick washing the dishes.

Greetings

Today Mr. Musa will teach us how to say greetings. When the teacher says, "Good morning, class." You say, "Good morning, teacher." You can also say, "Good morning, Mr. Musa." If he says, "How are you?" then you say, "We are fine, thank you teacher." You can also say, "We are quite well, thank you Mr. Musa." In the middle of the day, Mr.

Musa will say, "Good afternoon, class."

You will say, "Good afternoon, Mr. Musa."

If it is the end of the day, he will say, "Good evening, class." And you will say, "Good evening, Mr. Musa."



125

★ Word reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: Say each sound in the word, then say the whole word. Repeat for each word.

I/ We/ You do: Read each sentence.

Who can point to a word that means

- a woman leader?
- the sound a duck makes?
- something you eat on?

Pupil Book: Have pupils read words on page 125 to their partner.

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: middle, afternoon, evening

📖 Get Ready to Read

I/We do: Read the title together.

This story is about greetings. Turn around and greet your partner.

- How did your partner greet you?

Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it happen?

💡 Questions

I do: How does the teacher greet the class in the morning?

We do: Is it good for the teacher to greet the class?

You do: How do you greet your teacher in the afternoon? How do you greet your mother at night before you go to sleep?

✍ Writing Classwork

Pupils complete a dictation with the following words: **quick, quit, watches, dishes, washes, fare, another, cooked, queen, bring**

🏠 Writing Homework

Write the sentences for the pupils to copy. Pupils read the sentences to someone at home.

Week 26 Days 1 and 2

Wild animals

Reading

Practise reading the letter sounds.

■ -x

Read the sounds. Read the words.

● b o x o x a x m i x

box ox ax mix

f o x f i x s i x

fox fix six

✚ Move your finger to connect the sentence with the picture.

Mr. Musa will fix the bike with a tool.



Mr. Musa puts the fox in the box.



Mr. Musa cuts the tree with an axe.



126

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if the word has the sound.

I/We do: /ks/. **ox/rod**

You do: **box, mix, fix, axe**

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//i//ks/. **fix**

You do: **ox, box, six**

Pupil Book: Have pupils read words on page 126.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: fox, ox, kits

Get Ready to Read

We do: Open your book to page 127. Read the title together.

This story is about visiting a zoo.

- **What animals do you think you would see at a zoo?**

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: **Where did the writer go?**

We do: **Why did the writer go to the zoo?**

You do: **How many kits did the fox have? Where does the ox live?**

Writing Classwork

Pupils copy words for Friday dictation in class.

fox, fix, shirt, birds, dirt, mix, six, box, turn, term.

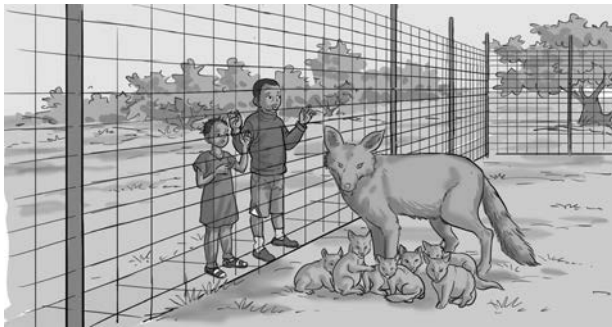
Writing Homework

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 26 Days 1 and 2

Wild animals

Revision



Tell me

Hear me! Hear me!
On Sunday, I went to the zoo.

Tell me! Tell me!
What did you see?

Hear me! Hear me!
I saw a big brown fox.

Tell me! Tell me!
Did it have kits?

Yes, it had! Yes, it had!
It had six fat kits.

Tell me! Tell me!
Did you see an ox?

Not in the zoo, not in the zoo!
The ox lives not in the zoo.

127

Week 26 Days 1 and 2

Wild animals

Reading

Practise reading the letter sounds.

■ -x

Read the sounds. Read the words.

● b o x o x a x m i x

box ox ax mix

f o x f i x s i x

fox fix six

✚ Move your finger to connect the sentence with the picture.

Mr. Musa will fix the bike with a tool.



Mr. Musa puts the fox in the box.



Mr. Musa cuts the tree with an axe.



126

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /b//o//ks/. box

You do: six, fix, axe

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//o//ks/. fox

You do: axe, box, mix

Pupil book: Open book to page 126. Have children read words to their partner.

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the word in red in the story.

Words: ox, fox, kits

Pupil Reading

Pupil Book: Teacher reads story with pupils.

Read with expression

Read the sentence with expression. Ask pupils to read with expression

"What did you see?"

Grammar

In our reading, it says, "It had six kits." The writer is talking about the fox, but using the word it. We use the word it to talk about things and animals. We could say, "It likes to eat meat" or "It lives in the ground"

I/We/You do: It is _____

Writing Classwork

Correct the sentences.

1. you see Did an ox?
2. you see Did a fox?

Writing Homework

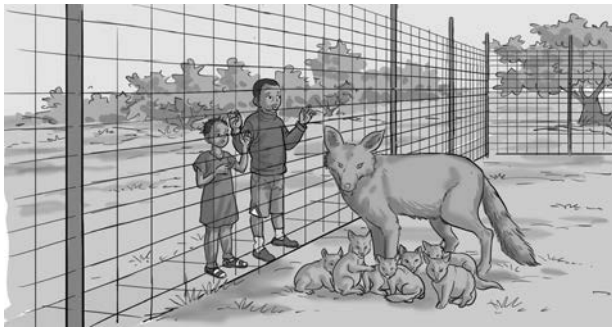
Correct the sentences.

1. you see a goat Did?
2. you see a dog Did?
3. cat see you a Did?
4. you Did a bird see?
5. goat see a Did you?

Week 26 Days 1 and 2

Wild animals

Revision



Tell me

Hear me! Hear me!
On Sunday, I went to the zoo.

Tell me! Tell me!
What did you see?

Hear me! Hear me!
I saw a big brown fox.

Tell me! Tell me!
Did it have kits?

Yes, it had! Yes, it had!
It had six fat kits.

Tell me! Tell me!
Did you see an ox?

Not in the zoo, not in the zoo!
The ox lives not in the zoo.

127

Week 26 Days 3 and 4

Wild animals

Reading

Read the letter sounds.

ir- er- ur-

Read the sounds. Read the words.

bird	sir	shirt	dirt
firm	skirt	third	girl
fern	term	her	
turn	fur	burn	

✚ Solve the riddle using the words above.

1. I chirp and sing. I like to fly in the sky. Who am I? _____
2. Girls wear me to school, but not boys. Who am I? _____
3. I am after first and second. Who am I? _____

128

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound in the middle of the word.

I/We do: /ir/. Bird/bath

You do: bath, sir, turn, fur, shirt, fern

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /t//er//m/. term

You do: her, burn, dirt, skirt.

Pupil Book: Have pupils read words on page 128.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: fur, hole, hair.

Get Ready to Read

I/We do: Read the title together.

This story is about animals. We will learn about a fox, a hippo and a lion.

- What do you know about these animals?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what you thought would happen in the story. Did it happen?

Questions

I do: What animal is like a dog?

We do: What animals do you think you would see if you were in a boat?

You do: Which animal spends most of its time in the water?

Writing Classwork

Pupils choose a word to fill in the gaps.

dog water meat

1. A fox is like a _____.
2. A hippo is in the _____.

Writing Homework

Pupils choose a word to fill in the gaps.

fur meat cat dog

1. A lion eats _____.
2. A lion is like a _____.
3. A lion has _____.
4. A _____ is like a fox.

Week 26 Days 3 and 4

Wild animals

Revision



Animals

There are many things to know about animals. This reading will tell you about the fox, the hippo and the lion.

A fox is like a dog. It lives in a hole. Foxes eat small animals and bugs. A baby fox is called a kit.

A hippo spends most of its time in the water. It does not have much hair. It eats grass and water plants. A baby hippo is called a calf.

A lion is like a cat. It has fur. It likes to eat meat. A baby lion is called a cub.

129

Week 26 Days 3 and 4

Wild animals

Reading

Read the letter sounds.

ir- er- ur-

Read the sounds. Read the words.

bird	sir	shirt	dirt
firm	skirt	third	girl
fern	term	her	
turn	fur	burn	

✚ Solve the riddle using the words above.

1. I chirp and sing. I like to fly in the sky. Who am I? _____
2. Girls wear me to school, but not boys. Who am I? _____
3. I am after first and second. Who am I? _____

128

Week 26 Days 3 and 4

Wild animals

Revision



Animals

There are many things to know about animals. This reading will tell you about the fox, the hippo and the lion.

A fox is like a dog. It lives in a hole. Foxes eat small animals and bugs. A baby fox is called a kit.

A hippo spends most of its time in the water. It does not have much hair. It eats grass and water plants. A baby hippo is called a calf.

A lion is like a cat. It has fur. It likes to eat meat. A baby lion is called a cub.

129

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//a/. fur

You do: third, girl, term, her

Word Blending

Pocket Chart: Write words. Sweep finger under each letter while reading word. Nod your head once for each sound.

I/We do: /t//er//n/. turn

You do: firm, shirt, bird, sir

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red.

Words: hole, fur, hair

Pupil Reading

Pupil Book: Teacher reads the story with the pupils

Chart

Draw a table to compare Fox, Hippo and Lion. Fill the table with information from the story.

Fox	Hippo	Lion
Looks like a dog		

Writing Classwork

Correct the sentences.

1. did you see an ox?
2. Did you see a fox

Writing Homework

Correct the sentences.

1. hippos like water
2. a fox is like a dog
3. A lion is like a cat
4. Did you see a fox
5. did you see a lion

Teacher tip

Follow along with your finger as you read the sounds that make a word on the pocket chart or blackboard.

Week 26 Day 5

Wild animals

Revision

Read the sounds. Read the words.

★ ox	fox	six	fix
dirt	shirt	her	turn
meat	bead	speak	cheat

1. She got dirt on her shirt.
2. The fox will eat meat.

The rat and the race

Mary has a cat. She is small and pretty. Mary wants to take her cat with her to the park. She is looking for a box to put her cat in. There are six boxes



in the store. Mary wants to use the white box because it is big. But the red box is newer. She opens the red box quickly. Out runs a rat. Mary's cat runs after the rat. Mary is not happy. She can not find her cat. She will now go to the park alone.

130

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: **Say each sounds in the word, then say the whole word. Repeat for each word.**

I/ We/ You do: **Read each sentence.**

Who can come and point to a word that means:

- Something a lion will eat?
- Something you wear?

🗣️ Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red.

Words: park, boxes, alone

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about a girl who wants to take her cat to the park.

- Have you ever played with a cat? What was it like?

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

💎 Questions

I do: **Where does Mary want to go?**

We do: **How do you think Mary felt when she saw the rat?**

You do: **What happens when Mary opens the red box? Why did Mary want to take her cat to the park?**

✍️ Writing Classwork

Pupils complete a dictation with the following words: **fox, fix, shirt, birds, dirt, mix, six, box, turn, term.**

🏠 Writing Homework

Pupils write original sentences with five dictation words of their choice.

Week 27 Days 1 and 2

Shopping Word Study

Practise reading the letter sounds.

■ -y

Read the sounds. Read the words.

● a n y	m a n y	g l o o m y	p a r t y
any	many	gloomy	party
s u n n y	f u n n y	h a p p y	b a b y
sunny	funny	happy	baby
p r e t t y	w i n d y	t a s t y	n a n n y
pretty	windy	tasty	nanny

✚ Move your finger to connect the sentence with the picture.

Nekesa tells a funny story.

Nekesa wears a pretty dress.

Nekesa plays with the baby.



131

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up, if the word has the sound. Pupils put thier thumbs down, if they do not hear the sound.

I/We do: /ii/. many/mane

You do: any, gloomy, party, sunny

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//a//n//ii/. funny

You do: happy, baby, pretty, windy

Pupil Book: Have pupils read words to their partner on page 131.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: nanny, sitting, shade

Get Ready to Read

We do: Open your book to page 132. Read the title together.

This story is about a baby that wants to go shopping

- Have you ever gone shopping? What was it like?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: Who will Baby Tipis stay with?

We do: Should Baby Tipis be allowed to go to the shops?

You do: Why won't Mama and Father let Baby Tipis go to the shops?

Writing Classwork

Pupils copy words for Friday dictation in class.

baby, party, many, face, rice, spice, funny, page, coat, pretty

Writing Homework

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 27 Days 1 and 2

Shopping Reading



Can baby come?

Can Baby Tipis go to the shops?

Baby Tipis wants to go.

Mama says, "No."

Father says, "No."

There is too much sun

For a baby to have fun.

Baby will stay home with Nanny.

"I want to go to the shops," cries Baby Tipis.

I know the day is sunny,

But I will be pretty and funny

sitting in the shade,

till the maize and beans are paid."

No, no, no,

Too much sun.

You cannot have fun.

Baby will stay home with Nanny.

132

Week 27 Days 1 and 2

Shopping Word Study

Practise reading the letter sounds.

■ -y

Read the sounds. Read the words.

● a n y	m a n y	gl o o m y	p a r t y
any	many	gloomy	party
s u n n y	f u n n y	h a p p y	b a b y
sunny	funny	happy	baby
pr e t t y	w i n d y	t a s t y	n a n n y
pretty	windy	tasty	nanny

✚ Move your finger to connect the sentence with the picture.

Nekesa tells a funny story.



Nekesa wears a pretty dress.



Nekesa plays with the baby.



131

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /b//ei//b//ii/. baby

You do: pretty, windy, funny, happy

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word. Nod your head once for each letter.

I/We do: /p//ar//t//ii/. party

You do: tasty, nanny, gloomy, many

Pupil book: Open book to page 131. Have children read words to their partner.

🗨 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the word in a sentence. Ask children to find the word in red in the story.

Words: shade, nanny, sitting

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

💡 Read Questions

Read the sentence with expression. Ask pupils to read with expression

Listen to me read the sentence as a question. "Can Baby Tipis go to the shop?"

💡 Rhyming Words

This poem has rhyming words. Find the rhyming words.

I/We do: go/no, sunny/funny, shade/paid, sun/fun

You do: sunny/funny, shade/paid, sun/fun

✍ Writing Classwork

Classwork: Correct the sentences.

1. does want Where Tipis to go?
2. does want Tipis to do What?

🏠 Writing Homework

Correct the sentence.

1. does want Tipis to go When?
2. Tipis want does Where go to?
- 3 What do to Tipis does want?
4. do to Mama What does want?
5. Father What want do does to?

Week 27 Days 1 and 2

Shopping Reading



Can baby come?

Can Baby Tipis go to the shops?

Baby Tipis wants to go.

Mama says, "No."

Father says, "No."

There is too much sun

For a baby to have fun.

Baby will stay home with Nanny.

"I want to go to the shops," cries Baby Tipis.

I know the day is sunny,

But I will be pretty and funny

sitting in the shade,

till the maize and beans are paid."

No, no, no,

Too much sun.

You cannot have fun.

Baby will stay home with Nanny.

132

Week 27 Days 3 and 4

Shopping Word Study

Practise reading the letter sounds.

■ -ge -ce

Read the sounds. Read the words.

● c a ge	p a ge	a ge
cage	page	age
r i ce	r a ce	f a ce
rice	race	face
	sp i ce	i ce
	spice	ice

✚ Solve the riddle using the words in the box.

rice page race face

1. You run very fast to win me. Who am I? _____
2. I have your nose and mouth. Who am I? _____
3. You write on me. Who am I? _____
4. You eat me with chicken. Who am I? _____

133

Week 27 Days 3 and 4

Shopping Reading



Baby Liz's Birthday

It is Baby Liz's birthday today. Do you know her age? Baby Liz is three years old today. She is very happy today. Mama has gone to the shop where she will buy rice and fish. Baby Liz likes rice and fish best. She will enjoy her special birthday meal. Mama cooked the rice and fish, but Baby ate too many bananas first. She still wants rice and fish, but she can not eat any more, so she starts to cry. Mama says, "Don't cry, Baby Liz, I will give you rice and fish. Put a smile on your face."

134

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word.

I/We do: /j/. page/rag, /s/race/rain

You do: /j/. rag, cage, catch /s/. rain, race, face, spit, spice

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /ai/s/. ice

You do: cage, rice, race

Pupil Book: Have pupils read words on page 133.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: birthday, too many, anymore

Get Ready to Read

I/We do: Read the title together.

This story is about baby Liz's birthday.

- What do you do on your birthday?

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Before your read, you told your partner what you thought would happen in the story. Did it happen?

Questions

I do: How old is Baby Liz?

We do: How do you think Baby Liz feels?

You do: Why is Baby Liz crying? How do you think Mama is feeling?

Writing Classwork

Choose a word to complete the sentence.

shop happy three

1. Liz is _____ years old.
2. She is _____.
3. Mama goes to the _____.

Writing Homework

Choose a word to complete the sentence.

shop happy rice birthday

1. Mama has gone to the _____.
2. She will buy _____.
3. Baby Liz is _____.
4. Today is Liz's _____.

Week 27 Days 3 and 4

Shopping Word Study

Practise reading the letter sounds.

■ -ge -ce

Read the sounds. Read the words.

●	c a ge		p a ge		a ge
	cage		page		age
	r i ce	r a ce	f a ce	sp i ce	i ce
	rice	race	face	spice	ice

✚ Solve the riddle using the words in the box.

rice page race face

1. You run very fast to win me. Who am I? _____
2. I have your nose and mouth. Who am I? _____
3. You write on me. Who am I? _____
4. You eat me with chicken. Who am I? _____

133

Week 27 Days 3 and 4

Shopping Reading



Baby Liz's Birthday

It is Baby Liz's birthday today. Do you know her age? Baby Liz is three years old today. She is very happy today. Mama has gone to the shop where she will buy rice and fish. Baby Liz likes rice and fish best. She will enjoy her special birthday meal. Mama cooked the rice and fish, but Baby ate too many bananas first. She still wants rice and fish, but she can not eat any more, so she starts to cry. Mama says, "Don't cry, Baby Liz, I will give you rice and fish. Put a smile on your face."

134

🗣 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /k//ei//j/. cage

You do: rice, ice, race

● Word Blending

Pocket Chart: Write words. Sweep finger under each letter while reading word. Nod your head once for each sound.

I/We do: /ei//j/. age

You do: face, page, cage, spice

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red.

Words: too many, any more, birthday

📖 Pupil Reading

Pupil Book: Teacher reads the story with the pupils

📖 Grammar

When we do not know a word, we can look to other words in the story to help us.

In our reading, it says, "Baby Liz is three years old." We say the words years old to talk about how old someone is. Ask pupils to make a sentence and share.

I/We do: _____ is _____ years old

You do: _____ is _____ Years old

👉 Writing Classwork

Correct the sentence.

1. she will buy fish
2. What did she eat

🏠 Writing Homework

Correct the sentence.

1. What did she want
2. she will eat chips.
3. What does Liz like
4. liz is three years old
5. she will eat fish and rice

Teacher tip

Make sure to follow "I do", "We do" and "You do" when teaching.

Week 27 Day 5

Food Revision

Read the sounds. Read the words.

★ many	funny	pretty	party
age	page	face	rice
boat	goat	coat	coast

1. The girl had a pretty coat.
2. The funny goat ate rice with spice.

<i>Mama Mary's very best dishes</i>	
Beans 60 ksh Tasty beans with spice and tomatoes	Fish & Chips 150 ksh A meal fit for a queen
Rice 40 ksh More than you can eat white rice	Beans & Rice 130 ksh Mama Mary's very nice meal
Fish 70 ksh Fresh from the shores of the coast	Sweets 30 ksh Will put a smile on your face
Chips 50 ksh Salty fry with tomato sauce	Soda 50 ksh Coke, Ccke and more Coke

135

Questions

I do: **What food is fresh from the coast?**

We do: **What would you eat if you went to this hotel?**

You do: **What food will make you smile?**

Writing Classwork

Pupils complete a dictation with the following words: **baby, party, many, face, rice, spice, funny, page, coat, pretty.**

Writing Homework

Pupils write original sentences with five dictation words of their choice.

★ Word Reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: **Say each sound in the word, then say the whole word. Repeat for each row.**

I/ We/ You do: **Read each sentence.**

Ask: **Who can come and point to a word that means:**

- A food?
- An animal?

Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red.

Words: fresh, salty, fry

Get Ready to Read

I/We do: Read the title together.

Pupil Reading

Pupil Book: Pupils read silently to themselves.

Week 28 Days 1 and 2

Environment

Word Study

Read the letter sounds.

■ -ch + es

-sh + es

Read the sounds. Read the words.

● r ea ch

t ea ch

w a tch

reach

teach

watch

r ea ch es

t ea ch es

w a tch es

reaches

teaches

watches

m atch

c a tch

match

catch

m a tch

c a tch

matches

catches

w i sh

a sh

d i sh

wish

ash

dish

w i sh es

a sh es

d i sh es

wishes

ashes

dishes

br u sh

p u sh

brush

push

br u sh es

p u sh es

brushes

pushes

st i tch

i tch

stitch

itch

st i tch es

i tch es

stitches

itches

136

Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **wish**. /w//i//sh/

You do: **reach, ash, dish, teach**

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add letters 'es'. Pupils say names of the letters and the new sound.

I/We do: /d//i//sh/. **dish, dishes**

You do: **reaches, wishes, teaches**

Pupil Book: Have pupils read words to their partner on page 136.

Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word in red in the story.

Words: **wishes, glass, happily**

Get Ready to Read

We do: Open your book to page 137. Read the title together.

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in this story. Did it happen?

Questions

I do: **Does she have any plates?**

We do: **Is she happy?**

You do: **At the end of the poem, how do the people eat? Do you think the people enjoy eating with their hands?**

Writing Classwork

Classwork: Pupils copy words for Friday dictation in class.

Pupil book: **wishes, fishes, tree, three, bee, grass, matches, dishes, green, meet**

Writing Homework

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 28 Days 1 and 2

Environment

Reading



The no dish lunch

She wishes
She had dishes
In which to eat
Her fish

They pass the time
On the green grass
But without
A nice clean glass

She hates
That she has no plate
In which to
Share with Kate

They sit
In the sand
And eat happily
With their hands

It's noon
They will come soon
And sadly
She has no spoon

137

Week 28 Days 1 and 2

Environment

Word Study

Read the letter sounds.

■ -ch + es -sh + es

Read the sounds. Read the words.

● r ea ch	t ea ch	w a tch
reach	teach	watch
r ea ch es	t ea ch es	w a tch es
reaches	teaches	watches
m atch	c a tch	
match	catch	
m a tch	c a tch	
matches	catches	
w i sh	a sh	d i sh
wish	ash	dish
w i sh es	a sh es	d i sh es
wishes	ashes	dishes
br u sh	p u sh	
brush	push	
br u sh es	p u sh es	
brushes	pushes	
st i tch	i tch	
stitch	itch	
st i tch es	i tch es	
stitches	itches	

136

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **match**. /m//aa//ch/

You do: **watch, brush, catch**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add new letters 'es'. Repeat.

I/We do: /br//a//sh/. **brush/brushes**

You do: **dishes, pushes, watches, wishes, matches**

Pupil book: Open book to page 136. Have children read words to their partner.

📖 Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Ask children to find the word in red in the story.

Words: glass, happily, wishes

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

◇ Rhyming words

Say: This poem has rhyming words. They are spelled alike. Give example. Pupil find their own words that rhyme.

I/We do: **wishes/dishes, hate/plate, noon/soon/spoon, pass/grass/glass, stand/sand/hand**

You do: Ask: What word rhymes with **wishes**?

✍ Writing Classwork

Correct the sentences.

1. Does have dishes she
2. Does have she plates
3. Does glasses she have

📖 Writing Homework

Correct the sentences

1. Does she have fish
2. does she have rice
3. Does she have a spoon
4. Does she have a fork
5. Does she eat fish

Week 28 Days 1 and 2

Environment

Reading



The no dish lunch

She wishes
She had dishes
In which to eat
Her fish

She hates
That she has no plate
In which to
Share with Kate

It's noon
They will come soon
And sadly
She has no spoon

They pass the time
On the green grass
But without
A nice clean glass

They sit
In the sand
And eat happily
With their hands

137

Week 28 Days 3 and 4

Environment

Word Study

Read the sounds. Read the words.

■ ee- e-

Read the sounds. Read the words.

● s ee n m ee t b ee n tr ee
seen meet been tree
gr ee n b ee f ee t f ee l
green bee feet feel

✚ Move your finger to connect the sentence with the picture

I have seen a bee at the tree.



I will meet you at the tree.



A green bug fell from the tree.



138

Week 28 Days 3 and 4

Environment

Reading



Trees

We need trees to live. They do many good things for us. When it is day time, they make our land look green. When it is hot, they give us shade. At night, trees clean the air we need to live. Trees hold the soils in place and catch rain from the sky. Birds make their homes on trees and sing sweet songs in them. Animals can live in trees too. Many animals get food from trees. Goats and giraffes eat tree leaves. People eat fruit from trees. We need trees to live. We must keep planting trees. We must take care of the trees that we have.

139

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word.

I/We do: /ii/. Seen/ sin

You do: sin, bee, feet, bin, feel, fin, free

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /s//ii/. See

You do: meet, been, tree, green

Pupil Book: Have pupils read words on page 138.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: live, air, giraffes

Get Ready to Read

I/We do: Read the title together.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Say: Before you read, you told your partner what you thought would happen in the story. Did it happen?

Questions

I do: What do trees give us when it is hot?

We do: Why do we need to take care of trees?

You do: What do people eat from trees? What would it be like without trees?

Writing Classwork

Choose a word to fill in the gaps

trees live goats

- We need trees to _____.
- Birds live in _____.

Writing Homework

Choose a word to fill in the gaps

trees live air giraffes

- _____ eat from trees.
- _____ give us shade.
- Trees clean the _____.
- Animals can _____ in trees.

Week 28 Days 3 and 4

Environment Word Study

Read the sounds. Read the words.

■ ee- e-

Read the sounds. Read the words.

● s ee n m ee t b ee n tr ee
seen meet been tree

gr ee n b ee f ee t f ee l
green bee feet feel

✚ Move your finger to connect the sentence with the picture

I have seen a bee at the tree.



I will meet you at the tree.



A green bug fell from the tree.



138

Week 28 Days 3 and 4

Environment Reading



Trees

We need trees to live. They do many good things for us. When it is day time, they make our land look green. When it is hot, they give us shade. At night, trees clean the air we need to live. Trees hold the soils in place and catch rain from the sky. Birds make their homes on trees and sing sweet songs in them. Animals can live in trees too. Many animals get food from trees. Goats and giraffes eat tree leaves. People eat fruit from trees. We need trees to live. We must keep planting trees. We must take care of the trees that we have.

139

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /b//ii//n/. been

You do: tree, see, meet, green

Word Blending

Pocket Chart: Write words. Sweep finger under each letter while reading word. Nod your head once for each sound.

I/We do: /f//ii//l/. feel

You do: free, seen, bee, feet

Vocabulary

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: air, live, giraffes

Pupil Reading

Pupil Book: Teacher and pupils read the story.

Grammar/Language Pattern

Read sentence: Explain why use. Model sentence. Ask pupils to make a sentence and share.

We use the word "It is" to talk about something. We could say, "it is cold" or "It is cloudy"

We do: Make sentences with the pupils about their clothes.

It is _____.

You do: Pupils ask their partners about their favourite weather.

It is _____.

Writing Classwork

Correct the sentences.

1. what do trees do for us?
2. What do we eat from trees

Writing Homework

Correct the sentences.

1. we need trees to live
2. Goats eat from trees
3. giraffes eat from trees
4. Trees clean the air
5. they give us shade

Week 28 Day 5

Environment

Word Study

Read the sounds. Read the words.

★ meet	been	feel	free
dishes	wishes	washes	matches
tree	train	green	grass

1. She washes the dishes.
2. I will meet you at the train.

Climbing trees



There are bushes and trees near Tim's home. Tim likes to hide in the bushes and he likes climbing the trees. Today Tim is going to meet his three friends. They will climb the trees together and see who can climb quickly. Atieno is using her watch to time them. They all have watches so they will know if Atieno

is right. Atieno says, "Go." They start to climb. They go up, up, and up. But then Tim starts to shout. He yells, "There is a bee on the tree." "Where is it?" the others ask. Bees can sting. They all climb down. They go down, down, down. They will climb the tree next time.

140

★ Word Reading and Assessment

Write the rows and sentences on the board.

I/ We/ You do: **Say each sound in the word, then say the whole word. Repeat for each row.**

I/ We/ Do: **Read the sentence.**

Who can come and point to a word that means:

- To make clean?
- A colour?
- A thing that gives us fruit?

🧠 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: climb, quickly, bees

📖 Get Ready to Read

I/We do: Read the title together.

This story is about trees.

- What do you know about trees?

Tell you partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

💎 Questions

I do: **What is Atieno using to time them?**

We do: **How do you think they felt when they saw the bees?**

You do: **What does Tim see? Why will they climb another time?**

✍️ Writing Classwork

Pupils complete a dictation.

wishes, fishes, tree, three, bee, grass, matches, dishes, green, meet.

🏠 Writing Homework

Pupils write original sentences with five dictation words of their choice.

Teacher tip

When pupils are reading the story walk around and identify those who cannot read so that you can help them read a story later.

Week 29 Days 1 and 2 Position and Direction

Word Study

Practise reading the letter sounds.

■ -ed

Read the sounds. Read the words.

● planted brushed matched stayed played

Practice reading the letter sounds.

■ -igh st- sh- -itch -ell

Read the sounds. Read the words.

● fight mist stitch tell

fight mist stitch tell

bright desk match smell

bright desk match smell

141

Week 29 Days 1 and 2 Position and Direction

Reading



The party

The class has a party in Mr. Shilaka's house today. Mr. Shilaka lives in Tatu. His house is near the bus stop, next to the big shop. Keli catches a bus to go to the party. When he reaches the bus stop, he gets off the bus. But he can not see the big shop. He can not see Mr. Shilaka's house. He is lost. He stops to ask for help, but no one knows Mr. Shilaka. He turns to the left, then to the right, but still he is lost. He crosses the road to catch a bus home. Just then, his class mate Janet gets off the bus. She is going to the party too. Janet shows Keli the big shop next to the bus stop. Keli is not lost anymore. Keli and Janet go to the class party together.

142

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **plant.** /pl//a//nt/

You do: **stay, rain, dry, fry**

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add letters 'ed'. Pupils say names of the letters and the new sound.

I/We do: /pl//a//nt/. **plant, planted**

You do: **brush, match, stay, play**

Pupil Book: Have pupils read words to their partner on page 141.

🗉 Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: but stop, reaches, lost

📖 Get Ready to Read

We do: Open your book to page 142. Read the title together.

Talk about the pictures. Have pupils tell their partner one

This story is about a boy that gets lost.

● **Have you ever gotten lost?**

Tell your partner what you think will happen in the story.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads alone.

You told your partner what you thought would happen in the story. Did it happen?

◇ Questions

I do: **Where does Mr. Shilaka live?**

We do: **How do you think Keli feels when he sees Janet?**

You do: **What happens to Keli after he sees Janet? Is Mr. Shilaka a good person?**

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: **jumped, rain, fast, six, wanted, party, played, brush, matched, plant**

📖 Writing Homework

Pupils copy words for Friday dictation again at home. Pupils read words to someone at home.

Week 29 Days 1 and 2 Position and Direction

Word Study

Practise reading the letter sounds.

■ -ed

Read the sounds. Read the words.

● planted brushed matched stayed played

Practice reading the letter sounds.

■ -igh st- sh- -itch -ell

Read the sounds. Read the words.

● f ight m i st st i tch t ell

fight mist stitch tell

br ight d e sk m a tch sm ell

bright desk match smell

141

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We do: /st//i//ch/. stitch

You do: stitch, night, right, wasp, fast, pitch, tell, smell

● Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We do: /f//ai//t/. fight

You do: fight, bright, mist, desk, stitch, match, tell, smell.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the word written in red.

Words: reaches, bus stop, lost

📖 Pupil Reading

Pupil Book: Teacher reads story with pupils.

🎯 Beginning/Middle/End

Draw a table on the board. Ask: What happened at the beginning? What happened in the middle? What happened at the end? Write responses in table.

Beginning	Middle	End

✍️ Writing Classwork

Correct the sentences.

1. does Where he live?
2. does Where he eat?
3. does he Where stay?

📖 Writing Homework

Correct the sentences.

1. does Where she read?
2. Where she does work?
3. does He live Where?
4. does she Where write?
5. Where play does he?

Week 29 Days 1 and 2 Position and Direction

Reading



The party

The class has a party in Mr. Shilaka's house today. Mr. Shilaka lives in Tatu. His house is near the bus stop, next to the big shop. Keli catches a bus to go to the party. When he reaches the bus stop, he gets off the bus. But he can not see the big shop. He can not see Mr. Shilaka's house. He is lost. He stops to ask for help, but no one knows Mr. Shilaka. He turns to the left, then to the right, but still he is lost. He crosses the road to catch a bus home. Just then, his class mate Janet gets off the bus. She is going to the party too. Janet shows Keli the big shop next to the bus stop. Keli is not lost anymore. Keli and Janet go to the class party together.

142

Week 29 Days 3 and 4 Position and Direction

Word Study

Practise reading the letter sounds.

■ -ch + es -sh + es

Read the sounds. Read the words.

● t ou ch	i tch	w i tch
touch	itch	witch
t ou ch es	i tch es	w i tch es
touches	itches	witches
r ea ch	t ea ch	c a tch
reach	teach	catch
r ea ch es	t ea ch es	c a tch es
reaches	teaches	catches
m a sh	d i sh	p u sh
mash	dish	push
m a sh es	d i sh es	p u sh es
mashes	dishes	pushes

143

Thumbs Up/ Down

Oral: Say the sound. Say the word. Pupils put a thumb up if they hear the sound at the beginning of the word.

I/We do: /kw/. Queen/can, /ks/. axe/at

You do: /kw/: quit, coat, quiz, cat,
/ks/: axe, at, ox, hot, box

Word Blending

Pocket Chart: Say each sound in the word. Blend the sounds to say the word. Add new letters 'es'. Repeat

I/We do: /m//a//sh/. mash/mashes

You do: stitches, touches, dishes, itches, witches

Pupil Book: Have pupils read words on page 143.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: goal, player, pitch

Get Ready to Read

I/We do: Read the title together.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

Questions

I do: How many players are on each team?

We do: Is football a good match?

You do: Who is the winner of a football game? Why do some players stay at the back?

Writing Classwork

Pupils choose a word to fill in the gap.

player match ball

1. Football is a good _____.
2. One _____ stands by the goal.
3. They kick the _____.

Writing Homework

Pupils choose a word to fill in the gap.

ball match well

1. The players are not playing _____.
2. The _____ goes out of the pitch.
3. The _____ is finished.

Week 29 Days 3 and 4 Position and Direction

Reading



A game of football

Football is a good game played in a big pitch. There are two teams in the game, and each team has eleven players. One player stands next to the goal. He keeps the other team's ball away. Ten of the players kick the ball to the other team's goal. When the ball goes into the goal, that is a score. Some players stay at the back, others play in the middle, and other players play in front. One person walks in the pitch. He tells them when the players are not playing well. He is called a referee. Two others walk on the sides of the pitch. They watch when the ball goes out. The team that scores more goals is the winner.

144

Week 29 Days 3 and 4 Position and Direction

Word Study

Practise reading the letter sounds.

■ -ch + es -sh + es

Read the sounds. Read the words.

● t ou ch	i tch	w i tch
touch	itch	witch
t ou ch es	i tch es	w i tch es
touches	itches	witches
r ea ch	t ea ch	c a tch
reach	teach	catch
r ea ch es	t ea ch es	c a tch es
reaches	teaches	catches
m a sh	d i sh	p u sh
mash	dish	push
m a sh es	d i sh es	p u sh es
mashes	dishes	pushes

143

◇ Segmenting

Oral: Say the word. Pupils say sounds.

I/We do: **green.** /gr//ii//n/

You do: **funny, party, many, seen, been, sleep**

● Word Blending

Pocket Chart: Say the each sound. Blend the sounds. Say the word.

I/We do: /ei//j/. **age**

You do: **face, page, cage, ice, mice**

○ Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: goal, player

📖 Pupil Reading

Pupil Book: Teacher and pupils read the story.

📖 Grammar

In our reading, it says, "It is played in a big pitch.....". We use the word "It is" to talk about something. We could say, "it is played outside" or "It is played with many players."

We do: Make sentences with the pupils that talk about football. It is _____.

You do: Pupils ask their partners what they know about football. It is _____.

✍ Writing Classwork

Correct the sentences.

1. the team scores a goal
2. the ball goes out of the pitch

🏠 Writing Homework

Correct the sentences.

1. how are the players doing
2. where does the ball go
3. when will they play
4. Where are the players
5. where is the pitch

Week 29 Days 3 and 4 Position and Direction

Reading



A game of football

Football is a good game played in a big pitch. There are two teams in the game, and each team has eleven players. One player stands next to the goal. He keeps the other team's ball away. Ten of the players kick the ball to the other team's goal. When the ball goes into the goal, that is a score. Some players stay at the back, others play in the middle, and other players play in front. One person walks in the pitch. He tells them when the players are not playing well. He is called a referee. Two others walk on the sides of the pitch. They watch when the ball goes out. The team that scores more goals is the winner.

144

Week 29 Day 5

Position and Direction

Word Study

Read the sounds. Read the words.

★ may	stay	play	away
right	fight	night	bright
bush	dish	marsh	brush

1. You may stay and play at night.
2. She put the dish away.

Our school



I go to Matopeni East Primary School. It is near where I stay. From home you can hear us play. Please join us if you may. From home I turn to the right, and walk across the road. If I turn left I will go to

a school which is not my own. There is no bush near the school. But there is a river and a big marsh nearby. We keep away from the river and the marsh in all our games and play.

145

★ Word Reading and Assessment

Write the row of words and sentences on the board.

I/ We/ You do: **Say each sound in the word, then say the whole word. Repeat for each row.**

I/ We/You do: **Read each sentence.**

Who can come and point to a word that means:

- Something you eat with?
- Something you do with a football?
- When you go to bed?

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: marsh, across, my own

📖 Get Ready to Read

I/We do: Read the title together.

This reading is about the place where we got to school.

- **Where do you go to school? What is it near?**

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

💡 Questions

I do: **What is the school next to?**

We do: **Do you think the writer likes his school?**

You do: **Does the writer live near the school? Is it good to live near the school?**

✍ Writing Classwork

Pupils complete a dictation.

jumped, rain, fast, six, wanted, party, played, brush, matched, plant

🏠 Writing Homework

Pupils write original sentences with five dictation words of their choice.

Teacher tip

The most important thing at PRIMR is to ensure that the pupils can read fluently by the end of the year. Have you achieved this goal?

Week 30 Days 1 and 2

Travel

Revision

Practise reading the letter sounds.

■ -s

Read the sounds. Read the words.

● c ar	t a p	r a t
car	tap	rat
c a r s	t a p s	r a t s
cars	taps	rats
tr u ck	pl a nt	sp e nd
truck	plant	spend
tr u ck s	pl a nt s	sp e nd s
trucks	plants	spends

Practise reading the letter sounds.

■ -ear -ir dr -ore -oi

Read the sounds. Read the words.

● h ear	sh ir t	dr e ss
hear	shirt	dress
b oi l	b ir d	dr a g
boil	bird	drag
y ea r	b ir d	dr a g
year	bird	drag
	boil	shore

146

● Blending

Say each sound. Blend the sounds to say the word. Add an -s. Repeat

I/We do: /k/ /aa/ car. /k/ /aa/ /s/ cars.

You do: /k/ /aa/ car. /k/ /aa/ /s/ cars.

Continue with: **tap/taps, rat/rats, truck/trucks, spend/spends, plant/plants.**

Pupil Book: Have pupils read words to their partner on page 146.

○ Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: crossing left right

📖 Get Ready to Read

We do: Open your book to page 147. Read the title together.

This reading is about crossing the road.

- **Have you ever crossed the road? What did you do?**

Tell your partner what you think you will learn in this reading.

📖 Pupil Reading

Pupil Book: Teacher reads. Teacher and pupils read together. Pupils read.

You told your partner what you thought you would learn in this reading. What did you learn?

💎 Questions

I do: **What do you do when you get to a zebra crossing?**

We do: **Why should you take care when crossing the road?**

You do: **What should you do if you are crossing the road with your mother or father?**

✍ Writing Classwork

Pupils copy words for Friday dictation in class.

Exercise book: **shirt, chew, race, line, trucks, buses, marked, right, left, crossing**

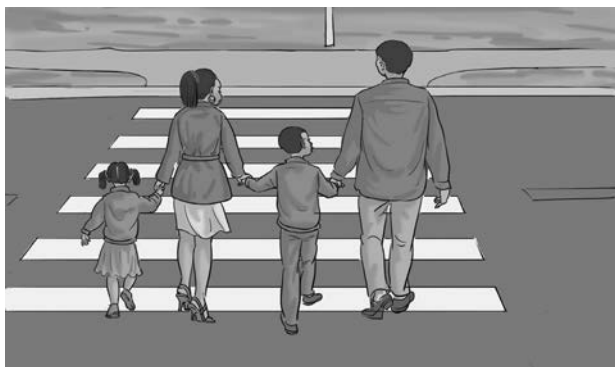
📖 Writing Homework

Pupils copy these words twice. Read them to someone at home.

Week 30 Days 1 and 2

Travel

Revision



Crossing the road

In the city there are many cars, matatus, buses, trucks, and even bikes. So you have to take care when you cross a road. First, cross a road only where it is marked for crossing. The crossing marks are white lines and they are called “zebra” crossings. Next, check that there are no cars or buses near. Look right, look left and look right again. If it is safe, cross the road but do not run. Walk fast across the road. Do not play games on the road. If you are with Mother or Father, hold their hand.

147

Week 30 Days 1 and 2

Travel

Revision

Practise reading the letter sounds.

■ -s

Read the sounds. Read the words.

● c ar	t a p	r a t
car	tap	rat
c a r s	t a p s	r a t s
cars	taps	rats
tr u ck	pl a nt	sp e nd
truck	plant	spend
tr u ck s	pl a nt s	sp e nd s
trucks	plants	spends

Practise reading the letter sounds.

■ -ear -ir dr -ore -oi

Read the sounds. Read the words.

● h ear	sh ir t	dr e ss
hear	shirt	dress
b oi l	b ir d	dr a g
boil	bird	drag
y ea r	b ir d	dr a g
year	bird	drag
		b oi l
		boil
		sh ore
		shore

146

Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /gl//a/ /d/ glad

You do: **flat, floor, girls, boy**

Letter sound Knowledge

Pocket Chart: Name sounds. Ask pupils to read the word.

I/We do: /h/ /ia/ hear.

You do: /h/ /ia/

Pupil book: Open book to page **146**. Have children read words to their partner.

Vocabulary.

Blackboard: Say the word. Review the meaning. Pupils use the words in a sentence. Ask children to find the word in red in the story.

Words: left, right, crossing

Questions

I do: **What happened at the beginning?**

We do: **What happened in the middle?**

You do: **What happened at the end?**

Writing Classwork

Correct the sentences

1. there are cars many.
2. many there are matatus
3. are trucks there many
4. bikes there are many

Writing Homework

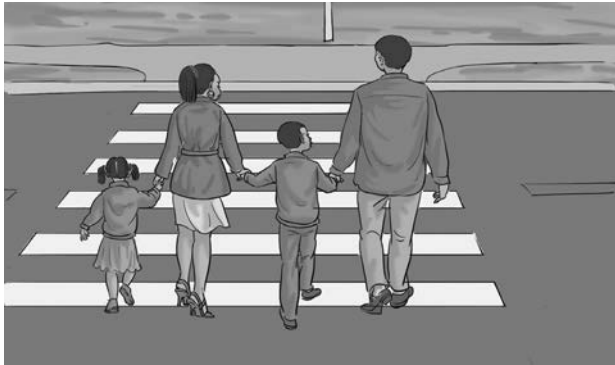
Correct the sentences.

1. do you How go to school?
2. How do you rice cook?
3. Where school do go you?
4. cross do you Where road the?
5. road How cross you do the?

Week 30 Days 1 and 2

Travel

Revision



Crossing the road

In the city there are many cars, matatus, buses, trucks, and even bikes. So you have to take care when you cross a road. First, cross a road only where it is marked for crossing. The crossing marks are white lines and they are called "zebra" crossings. Next, check that there are no cars or buses near. Look right, look left and look right again. If it is safe, cross the road but do not run. Walk fast across the road. Do not play games on the road. If you are with Mother or Father, hold their hand.

147

Week 30 Days 3 and 4

Travel
Revision

Practise reading the letter sounds.

■ -s

Read the sounds. Read the words.

● p oo l	r oa d	r ou nd
pool	road	round
n ew	cl a p	t ea ch er
new	clap	teacher
r oo m	b oa t	m ou se
room	boat	mouse
s t ew	cl u ck	r ea d er
stew	cluck	reader

Practise reading the letter sounds.

■ -x -y -ge -ce -sh

Read the sounds. Read the words.

● f o x	t a st y	c age	r ace	d i sh es
fox	tasty	cage	race	dishes
b o x	m a n y	p age	ice	w a sh es
box	many	page	ice	washes

148

Thumbs Up/ Down

Oral: Say each sound. Pupils say the word.

I/We do: /p/ /uu/ /l/ pool

You do: /p//uu/ /l/

Pupil Book: Have pupils read words to their partner on page 148.

Words: road, round, new, clap, teacher.

Vocabulary

Blackboard: Say the word. Ask pupils to define. If pupils cannot define, show/ demonstrate the word. Pupils use words in a sentence that explains the meaning of the word. Pupils find word in red from the story.

Words: cheer, tyre

Get Ready to Read

Open your books to page 149.

I/We do: Read the title together.

Say: What can you see in the picture?

This story is about a bike race.

- Have you ever been in a race? What was it like?

Tell your partner what you think will happen in the story.

Pupil Reading

Pupil Book: Teacher reads. Teacher reads with class. Class reads aloud.

You told your partner what would happen in the story. Did it happen?

Questions

I do: **How many girls are cheering Joy?**

We do: **Why do you think Joy cries?**

You do: **Who is leading as they go across? Is Roy a good person?**

Writing Classwork

Choose a word to complete the sentence.

race tree slow

1. Joy and Roy have a bike _____.
2. The race to the _____ and back.
3. Joy's bike is _____.

Writing Homework

Choose a word to complete the sentence.

tree slow cry bike

1. Joy's bike is _____.
2. Joy starts to _____.
3. Roy tells Joy they will _____ again.
4. Roy rides a _____.

Week 30 Days 3 and 4

Travel
Revision



The race

Joy and Roy have a bike race. Joy has three girls to cheer her. Roy has three boys to cheer him. They will race across the field and back. Roy wears his nice shirt. Joy puts on her purple skirt. Then they start the race: "Joy! Joy! Joy! Joy! Joy!" the girls cheer. "Roy! Roy! Roy! Roy! Roy! Roy!" the boys cheer. Joy is leading as they go across. Now they are coming back. Joy's bike is slow. Then she stops. The girls run to her. She has a flat tyre. The boys are cheering. Roy is at the finish line. Joy starts to cry. Roy says, "It is okay, Joy. We will do the race again."

149

Week 30 Days 3 and 4

Travel Revision

Practise reading the letter sounds.

■ -s

Read the sounds. Read the words.

● p oo l	r oa d	r ou nd
pool	road	round
n ew	cl a p	t ea ch er
new	clap	teacher
r oo m	b oa t	m ou se
room	boat	mouse
s t ew	cl u ck	r ea d er
stew	cluck	reader

Practise reading the letter sounds.

■ -x -y -ge -ce -sh

Read the sounds. Read the words.

● f o x	t a st y	c age	r ace	d i sh es
fox	tasty	cage	race	dishes
b o x	m a n y	p age	ice	w a sh es
box	many	page	ice	washes

148

🔊 Oral Blending

Oral: Say the sounds. Pupils say the words.

I/We do: /pl//ei/ play

You do: play, touch, stitch, push

● Word Blending

Pocket Chart: Say each sound. Blend the sounds. Say the word.

I/We do: /f//o//ks/ fox.

You do: tasty, cage, race, dishes

Pupil Book: Have pupils read words to their partner on page 148.

📖 Vocabulary

Blackboard: Say the word. Ask the meaning. Pupils use the words in a sentence. Pupils find the words written in red in the story.

Words: tyre cheer

📖 Pupil Reading

Pupil Book: Open to page 149. Teacher and pupils read the story.

! Read with expression

Read the sentence with the exclamation mark. Ask pupils to read with the exclamation mark. Pupils read to their partners practicing the exclamation mark.

“Joy! Joy! Joy! Joy! Joy! the girls cheer. Roy! Roy! Roy! Roy! Roy! The boys cheer.”

🔍 Grammar

In our reading it says “We will repeat the race.” We use the word will to talk about something we are going to do. We could say “I will sleep tonight.” Or “I will eat dinner.”

We do: Call on a pupil.

_____ will _____.

Have all pupils repeat the sentence.

You do: Have pupils tell their partners something he/she will do after school.

✍️ Writing Classwork

Classwork: Correct the sentences.

1. joy has a bike race
2. the girls cheer joy
3. where do they race
4. what does joy wear
5. why does joy cry

📖 Writing Homework

Correct the sentences.

1. how do they ride?
2. Who will win
3. Where do they race
4. why does Joy cry
5. what do they ride

Week 30 Days 3 and 4

Travel Revision



The race

Joy and Roy have a bike race. Joy has three girls to cheer her. Roy has three boys to cheer him. They will race across the field and back. Roy wears his nice shirt. Joy puts on her purple skirt. Then they start the race: “Joy! Joy! Joy! Joy! Joy!” the girls cheer. “Roy! Roy! Roy! Roy! Roy! Roy!” the boys cheer. Joy is leading as they go across. Now they are coming back. Joy’s bike is slow. Then she stops. The girls run to her. She has a flat tyre. The boys are cheering. Roy is at the finish line. Joy starts to cry. Roy says, “It is okay, Joy. We will do the race again.”

149

Week 30 Day 5

Travel Revision

Read the sounds. Read the words.

★ star	cars	barn	farmer
flat	floor	flame	fly
round	house	mouth	loud

1. I will wear my scarf and skirt.
2. The scout is far from the port.

How do you travel?

I like to ride on my bike
It does not take much time
I go to the shop and back again
And bring mother a lime
I like to travel in a bus
We pack many cases
It is not far upcountry
To see my sisters' smiling faces
I like to travel in a train
I like how fast we go
It is very far to Mombasa
Up and down, to and fro
I want to travel by plane
I see them in the sky
Up above the land and birds
I will one day fly



150

★ Word reading and Assessment

Write the rows of words and sentences on the board.

I/ We/ You do: **Say each sound in the word, then say the whole word. Repeat for each row.**

I/ We/ You do: **Read each sentence.**

Who can point to a word that means:

- a place where you live?
- a person who takes care of animals and plants?
- a part of the body?

Pupil Book: Have pupils read words to their partner on page 150.

🧠 Vocabulary

I/We do: Blackboard: Say the word. Ask the meaning. Pupils use the word in a sentence. Pupils find the words in red in the story.

Words: cases, upcountry, to and fro

📖 Get Ready to Read

I/We do: Read the title together.

This poem is about how we travel.

- How do you like to travel?

Tell your partner one thing that will happen in this reading.

📖 Pupil Reading

Pupil Book: Pupils read silently to themselves.

Say: You told your partner what you thought would happen. Did it come true?

💡 Questions

I do: **What does the writer bring back from the shop for mother?**

We do: **Do you think there are other ways to travel?**

You do: **How does the writer travel to Mombasa? How do you think the writer travels to school?**

✍ Writing Classwork

Pupils complete a dictation with the following words: **shirt, chew, race, line, trucks, buses, marked, right, left, crossing.**

🏠 Writing Homework

Write the sentences for the pupils to copy. Pupils read the sentences to someone at home.